

# Loyola University

# Bulletin



**GRADUATE STUDIES**

**1979**

**1981**

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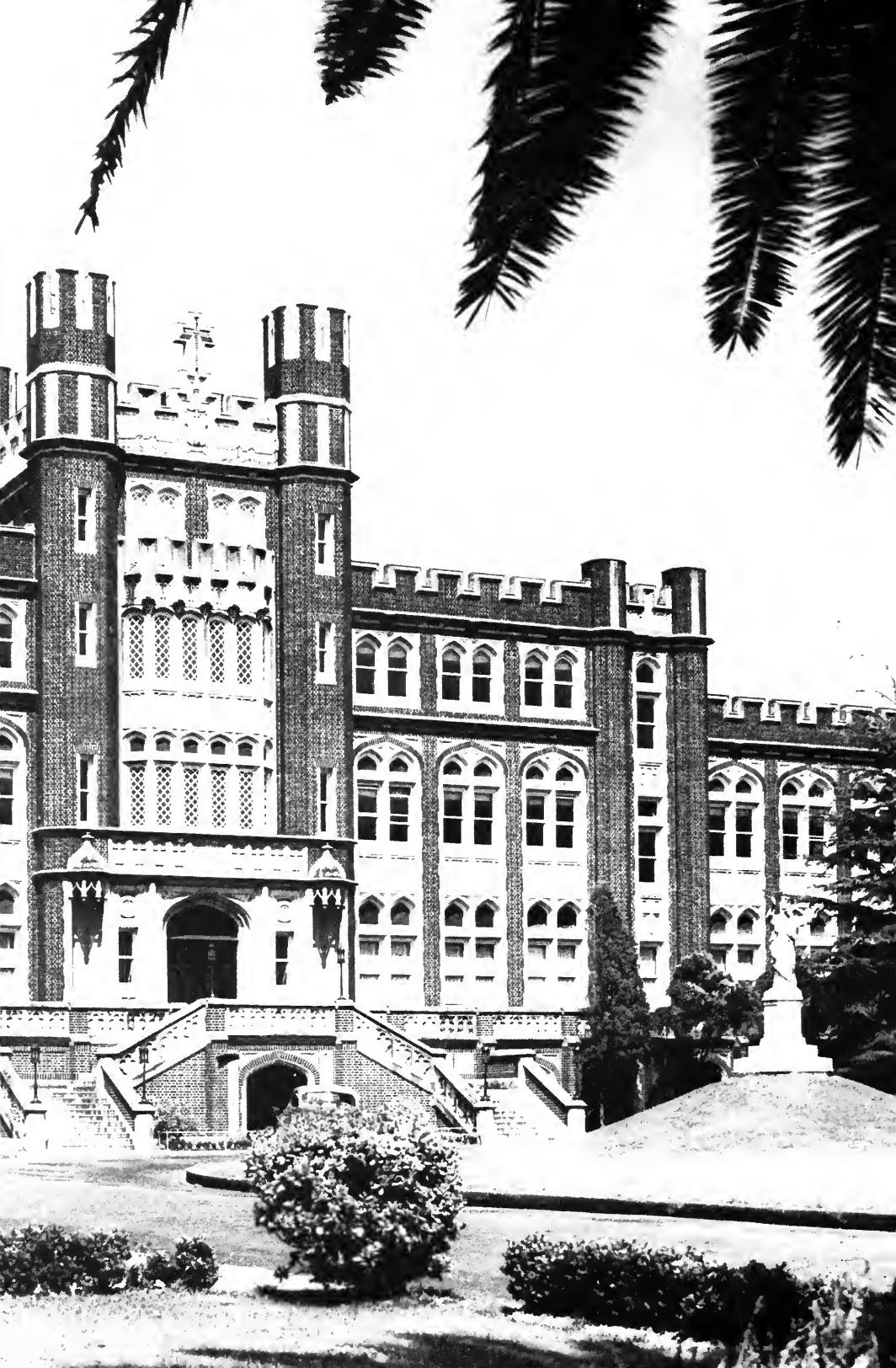
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**LOYOLA UNIVERSITY**  
**in New Orleans is a Catholic**  
**institution that revolves**  
**around the Jesuit tradition of**  
**contributing to the liberal**  
**education of the whole person.**



The university searches for those students  
who are not satisfied with the ordinary,  
but who thrive on  
**CHALLENGE.**

Our purpose is to provide quality education  
for a select group of students.

Loyola University is a Jesuit university founded by the Society of Jesus and chartered on April 15, 1912 with ownership vested in the Loyola community of Jesuit fathers. The university was authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

Today, *Loyola University* in New Orleans still operates under its founding purpose of offering a liberal arts education to all who seek knowledge and truth.

Loyola University is accredited by the Southern Association of Colleges and Schools, the major accrediting agency for higher education in this area.

All educational programs and activities are open to all qualified persons without regard to race, color, creed, national origin, or sex in the true spirit of Christian love and charity and the Jesuit commitment to social justice.

Loyola is a medium-size university with a total enrollment in 1978 of nearly 4,200 students made up of approximately 3,000 undergraduates, 350 graduates and 800 law school students. Students attending the summer sessions number about 2,000.

The graduate faculty numbers 75 providing a ratio of one faculty member for every five students. There are 27 Jesuits or other religious who teach, six of whom are on the graduate faculty.

The geographical diversification of Loyola's students is good. Nearly a quarter of the students permanently reside outside Louisiana and represent 43 states, the District of Columbia, Puerto Rico, and 27 foreign countries. Students also represent a wide range of social and economic backgrounds.

The campus is located in a residential area of New Orleans known as the University Section because Loy-

ola, Tulane University, and St. Mary's Dominican College are located within a few blocks of each other.

Fronting on tree-lined St. Charles Avenue where streetcars are the mode of public transportation, Loyola faces Audubon park directly across the avenue. The 19-acre campus is a collection of beautiful Tudor-Gothic buildings and good modern architecture.



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# GRADUATE PROGRAMS

*DIRECTOR:* John F. Christman, Ph.D.

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Loyola University offers graduate degrees in seven areas of study. These seven areas and the degrees offered are:

## **BIOLOGICAL SCIENCES**

Master of Science in Biological Sciences

## **BUSINESS ADMINISTRATION**

Master of Business Administration

## **CRIMINAL JUSTICE**

Master of Criminal Justice

## **EDUCATION**

Master of Education in Guidance and Counseling

Master of Education in Reading

Master of Education in Administration

## **MUSIC**

Master of Music

Master of Music Education

Master of Music in Music Therapy

## **RELIGIOUS EDUCATION AND PASTORAL STUDIES**

Master of Religious Education

Master of Pastoral Studies

## **RELIGIOUS STUDIES**

Master of Arts in Religious Studies

# GOALS OF LOYOLA

(Excerpts from Goals of Loyola University, revised January 1977.)

Loyola, as a Jesuit University, is committed to the belief that Christianity presents a world view which is meaningful in any age. Although the message of Christianity is not wedded to any given philosophy, science, art, or politics, it is still not compatible with every point of view.

The person is central in a Catholic university. Its task is to equip its students to know themselves, their world, their potential, and their Creator. To perform this function properly, it must strive to be one academic community composed of administrators, faculty, and students; both laymen and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It can, therefore, be made up of many whose modes of commitment to university aims differ: of those who have dedicated their lives to the Christian faith commitment, of those who live non-Christian faith commitments, and some who live no formal faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic university — each in his own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present, or by provoking his quest for truth in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of man, but for life itself as a fountain of creativity. Reverence for creation fosters universal concern and dedication. All who are concerned for and dedicated to the truth are welcome in the Loyola community. Only those who condemn the commitments of others who seek the truth will not find a home here.

The Catholic university must foster among its students, its faculty, and the larger community a critical sense. To think critically, one must have a place to stand. Loyola stands on its Catholic commitment. Its commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as it learns and teaches methods of thinking which will revivify the heritage and breach new frontiers of knowledge.

Loyola aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of truth and Christian wisdom. Loyola graduates, by reason of their formative life within this community, should be conscious of the achievements and failures of all of human history, particularly those of their own culture and time.

# **GRADUATE ADMISSION**

*GRADUATE ADMISSION:* Lydia K. McAulay    *OFFICE:* 270 Marquette Hall

Admission to graduate studies at Loyola University represents a selection based on the personal and academic records of the applicants. The appropriate committee of the Graduate Council and of the discipline involved examine the applicant's records for evidence of potential for graduate study.

Loyola's graduate program is devised to select students with strong potential for graduate study, intellectual achievement, and personal character, without reference to race, sex, or creed.

There are separate admissions standards for students who seek professional improvement but do not seek a degree, and these are listed under the category "Special Admissions."

## **APPLICATION DEADLINES**

Qualified applicants may enroll at the beginning of the fall, spring, or summer term.

August 1 for the fall term and January 5 for the spring term are the deadlines for admission as a degree seeking student. Students may be admitted as nondegree or transient students after these dates. Nondegree and transient students are ineligible for certain types of state and federal aid.

## **ACADEMIC REQUIREMENTS**

A candidate for admission must present as proof of his preparation for graduate study the following: transcripts attesting to a bachelor's degree, normally in the appropriate field for his graduate work, and at least two letters of recommendation by professionals in the field who can attest to the applicant's professional competence.

Admission to graduate studies allows the student to enroll in all graduate courses not restricted to degree candidates. A prospective student should examine the candidacy requirements for the appropriate degree very closely for requirements that must be met by each student.

## **DEFINITIONS FOR APPLICANTS**

### **Educational Levels**

**UNDERGRADUATE** — Students who have not received a bachelor's degree or any students who have that wish to pursue another bachelor's degree.

**GRADUATES** — Students who have received a bachelor's degree and are not pursuing another bachelor's degree.

## **Classifications**

**DEGREE-SEEKING** — Degree-seeking students are those students who qualify to pursue a specific graduate degree at Loyola University by the admission deadline.

**NONDEGREE-SEEKING** — Nondegree-seeking students are those students who wish to enroll at Loyola on a continuing basis but not pursue a degree program or who need to complete prerequisites required for degree-seeking status. Nondegree-seeking students may be admitted on the basis of two official transcripts from the last college attended. Admission to graduate studies as a nondegree seeking student allows one to enroll in all graduate courses not restricted to degree candidates.

**TRANSIENTS** — Students who plan to attend Loyola for only one semester or students who are unable to supply the necessary credentials by the admission deadline for degree or nondegree-seeking classifications. Transient students are admitted for one semester. In order to continue their enrollment in the next semester, transient students must apply as a degree or nondegree-seeking student and submit those credentials required by the admissions committee. Transient students must provide, at a minimum, an unofficial college transcript indicating an award of a degree or letter of good standing indicating enrollment in a graduate program at another college.

## **Admit Types**

**GRADUATE FRESHMEN** — Students who have or will receive an undergraduate degree prior to the planned term of enrollment. All degree-seeking freshmen are required to submit the application, general information form, nonrefundable application fee, two official undergraduate college transcripts from each college attended, the results of national tests required for the specific graduate program and two letters of recommendation.

**GRADUATE TRANSFER STUDENTS** — Students who have attended another college or university at the graduate level. Transfer applicants must submit the same credentials as freshmen and, in addition, two official transcripts from each graduate institution previously attended, whether or not credit was earned.

**GRADUATE READMITS** — Students who have previously enrolled at Loyola at the graduate level (does not include continuing education and noncredit courses). Readmits need only complete the application form if they have not attended another institution since their last enrollment at Loyola or less than two years has elapsed. Readmits who have not been enrolled for two years and who plan to seek a degree are required to resubmit full credentials.

## **Admission Actions**

**ADMITTED** — The candidate is admitted to the graduate program for the term designated on the application.

**CONDITIONALLY ADMITTED** — The candidate is admitted, but on probation. The circumstances of the probation are stated in the letter of admission.

**DEFERRED DECISION** — The decision is deferred until additional information is collected on the student. The student will be informed by the admissions office of the information the Graduate Council needs to consider the student's application for admission.

**REJECTED** — The candidate is not admitted to the graduate program. This action is taken after the candidate is considered for all other admission actions.

## **APPLICATION PROCESS**

Decisions regarding admissions are made under a policy of rolling admissions. Notification of admission under this plan will be mailed as soon as possible after receipt of all necessary credentials. If admission is deferred, the applicant will be considered again when the requirements for consideration are met.

## **POLICIES AND REGULATIONS**

Students are enrolled at Loyola in accordance with the policies defined in the University bulletins, *Student Handbook*, and the traditions of the college in effect at that time. Readmitted students are subject to the policies in effect at the time of his readmission. The university reserves the right to clarify and change policy in the course of a student's enrollment.

## **EXCLUSIONS**

Students excluded by a university are ineligible for admission to Loyola depending on the exclusion regulations and recommendations of the excluding university.

## **EARLY ADMISSION**

The programs of music education, music therapy, and education will admit, upon receipt of approved application for graduate studies, Loyola undergraduate students who meet all of the academic requirements for admission except a degree on a provisional basis provided they meet the following *additional* requirements: they must have a B average or better in their upper division major work; they must not lack more than six hours for their bachelor's degree. Such students may schedule a total of six hours of graduate work; their schedule in any one semester may not exceed twelve semester hours. These courses will not count toward the undergraduate degree requirements.

## **INTERNATIONAL STUDENTS**

International students who desire to enter Loyola must comply with the basic admission requirements established. In addition these applicants must satisfy all provisions of the Immigration Act. Students are expected to be proficient in English.

The applicant whose primary language is not English must show a proficiency in English adequate for graduate level study by taking an appropriate standardized test or by a personal interview. For information on

the Test of English as a Foreign Language (TOEFL), write directly to: Educational Testing Service, Princeton, New Jersey 08540.

## **TRANSFER OF ACADEMIC CREDIT**

Students who have earned academic credit at another accredited college or university may be allowed to transfer a maximum of six semester hours, with the approval of the departmental graduate studies committee and the Director of Graduate Studies. The program in education has certain restrictions concerning acceptance of courses completed at other institutions.

## **DEGREE CANDIDACY**

Each program has published its specific requirements for admission to degree candidacy. In some cases, specific courses and/or nationalized test scores are required. Ordinarily the student should have been successfully admitted to degree candidacy after he has completed no more than 12 semester hours of graduate work. When the student is admitted to candidacy, the Graduate Studies committee will inform him of the course and examination requirements remaining for his degree.

When the prospective student intends to pursue graduate work for a degree, he should be certain that he can ultimately qualify for candidacy. The candidacy requirements for each particular degree are given in the appropriate section and should be carefully considered prior to application for admission to begin graduate work. Individual specific questions can be answered by letter through the Office of Admissions.



# TUITION, FEES, AND FINANCIAL AID

All regular students are assessed tuition and fees on a semester basis.

These fees and the tuition pay for only about 60 percent of the actual cost of operating Loyola for one year. The other 40 percent is made up with funds raised by the Annual Support Program from alumni, friends, faculty and staff, WWL-AM-FM-TV employees, foundations, corporations, a small university endowment, and the contribution of the Loyola Jesuit community.

Applicants for admission to Loyola and students who need assistance in paying for their education are encouraged to apply for financial aid.

## TUITION AND FEES

Because of the uncertainty of the economy and budgetary projections, Loyola University reserves the right to change tuition, fees, or other charges printed herein. The rates for 1978-79 are listed below.

### TUITION

All Graduate Students..... \$80.00 per semester hour

### FEES

#### For Beginning Students

Application fee—graduate  
(not refundable) ..... 15.00

#### For All Students

University Center fee  
Full-time (9 sem. hrs. or more) ..... 22.50 per sem.  
Part-time (8 sem. hrs. or less) ..... 17.50 per sem.

#### Student Government Association fee

Full-time ..... 7.50 fall sem.  
Part-time ..... 3.70 fall sem.

#### Contingent fees

Late registration ..... 20.00  
Late payment ..... 20.00  
Add/Drop a course ..... 5.00 per course  
Transcript ..... 2.00<sup>1</sup>

#### Student Health Insurance

(cost varies) ..... 61.00 per year

Cap and gown rental (cost varies) ..... 9.00

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<sup>1</sup> If more than one transcript is requested at a given time, the cost for each additional transcript will be only \$1.00.

Students are encouraged to make payments by check or money order made payable to Loyola University. Cash transactions are discouraged. A charge of \$5 will be assessed for each check returned from the bank.

## TEACHER DISCOUNTS

A remission of 20 percent of the tuition is allowed to full-time teachers from accredited elementary and secondary schools. To apply, a letter from the principal of the school written on official school stationary must be submitted to the Office of Scholarships and Financial Aid. This letter must give the applicant's name, social security number, teaching or specialty area, and state that the applicant is a full-time teacher for the academic year for which the tuition remission is being sought. A remission of 40 percent of tuition is allowed to full-time teachers enrolled in education degree programs.

## RESIDENCE HALLS

Charges for room and board are due on a semester basis. Room rent is billed along with tuition and fees. The housing contracts are for both fall and spring semesters. Board is voluntary and therefore paid separately.

### Room Rates (1978-79)

	<i>Double Room</i>	<i>Single Room</i>
Biever Hall (Men and Law and Graduate Women) .....	\$419 per sem.	\$528 per sem.
Buddig Hall (Women) .....	444 per sem.	611 per sem.
Room Guarantee deposit (not refundable but applicable to room rent) <sup>1</sup> .....	\$50	
Biever Residence Council fee .....	3 per sem.	
Budding Residence Council fee .....	5 per sem.	

Rates apply to the academic semester only. The Christmas holiday period and between semesters are not included in the room charges. The university may utilize rooms in the residence halls to house conference groups during holiday periods.

Information on accommodations may be obtained from the Housing Office.

### Meal Plans (Board) 1978-1979

Loyola's meal program is voluntary. Those who want the program may contract on a semester basis for one of four meal plans. For information on the meal program write Saga Food Service, Loyola University, 6363 St. Charles Ave., New Orleans, La. 70118 or phone 865-2127.

10 meals per week .....	\$369.00 per sem.
14 meals per week .....	\$391.00 per sem.
19 meals per week .....	\$412.00 per sem.

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<sup>1</sup> This deposit is credited to the student's room charge. It is not refundable if the student cancels the housing request.

Coupon Meal Plan ..... \$200 per sem.  
(plus increments of \$25 after first \$200)

Because the board program is voluntary, students are not billed for it as is the case for tuition, fees, and room charges. Checks or money orders for one of the four meal plans must be made payable to Loyola University but given directly to Saga Food Service, who manages the program for Loyola. Payments may be mailed to Saga Food Service prior to registration or may be given to the food service company during the registration period. Cash Economy Cards may be purchased at registration or during the semester.

The above rates for meals are based upon costs for the 1978-79 academic year. Because of the uncertainty of the economy and budgetary projections, Loyola reserves the right to increase charges printed above.

## BILLING AND PAYMENT POLICY

Students are mailed a bill for the tuition, fees, and room charges. New students and all others who have not preregistered are mailed a bill soon after registering. Returning students who have preregistered receive a bill prior to registration.

Full payment must be received by the Student Finance Office no later than 30 days after school begins. Students paying after this date will incur a late payment fee. If a student does not receive a bill within three weeks, or if an adjustment should be made to the bill, the student should contact the Student Finance Office so that payment can be made by the 30-day deadline. Subsequent failure to pay in full will result in the assessment of additional penalty fees at the university's discretion. Students who have not satisfied all financial obligations have not officially completed registration and are subject to dismissal. Students whose checks are returned due to insufficient funds also are subject to dismissal.

Loyola will withhold statements of honorable dismissal, grade reports, transcripts, the diploma, and all other reports or materials until all indebtedness to the university has been discharged or until satisfactory arrangements have been made with the Vice President for Business and Finance. No one will be allowed to enroll for subsequent semesters as long as prior financial indebtedness has not been satisfied.

## MONTHLY PAYMENTS

Although Loyola has no monthly payment plan of its own, students may subscribe to one of two plans offered by outside companies.

The first plan is a deferred payment, revolving credit plan whereby the parent or student contracts with Tuition Plans, Inc. to finance all or a part of the annual expenses and repay the amount borrowed on a 12 month basis.

The second plan is a prepaid plan which enables the parent or student to budget payment of required charges before the school year begins. Payments begin five months prior to fall registration and continue for ten months. This plan is offered by Educational Funds, Inc.

Descriptive literature concerning these plans will be sent by the Student Finance Office upon request.

## **REFUND POLICY**

TUITION — Students who withdraw from the university or from a course are entitled to a refund of a percentage of their tuition. Students who withdraw must return a completed withdrawal form to the Office of Student Records. Mere cessation of attendance does not constitute withdrawal. The date of receipt of the withdrawal notice by the Registrar will determine the amount of tuition refund. Refunds are a percentage of the tuition payable in the semester in which the student withdraws, not a percentage of the total amount billed. Only tuition is refundable. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Tuition refunds are made on the following basis:

1. If formal notice is received within one week after the beginning of the semester a refund of 100 percent of tuition is made.
2. If formal notice is received within three weeks after the beginning of the semester a refund of 75 percent of tuition is made.
3. If formal notice is received within five weeks after the beginning of the semester a refund of 50 percent of tuition is made.
4. If formal notice is received within seven weeks after the beginning of the semester a refund of 25 percent of tuition is made.
5. No refunds are allowed after the seventh week of classes.

Students forced to withdraw for medical reasons will be given a full tuition refund. A physician's certificate must be presented to the Student Finance Office.

ROOM — Students who withdraw from the university for any reason are not entitled to any refund on the cost of their room.

MEALS — Students may receive a refund on the meal plan, prorated to the date of withdrawal. These refunds must be approved by the university food service.

## **FINANCIAL AID**

The Office of Scholarships and Financial Aid provides information for and administers all aid programs on campus.

There are two kinds of financial aid for graduate students — loans and campus jobs.

LOANS mean just what the name implies. It is money that is *loaned* to a student and must be paid back. Repayment begins nine months after one leaves school. Approval of loans are based solely upon a student's need.

There are three kinds of loans.

The first is a campus-based federal loan. This loan program is administered on campus by the university. It can provide up to \$1,200 per year. Interest on this loan is three percent. In some cases full repayment of the loan may be reduced through teaching.

The second is a federally insured loan handled through a bank. Upon the recommendation of a financial aid officer, a student selects a bank of his choice in which to apply for the loan. Because repayment of the loan is guaranteed by the federal government, it is easily available. It can pro-

vide up to \$2,500 per year. Interest on this loan is seven percent. This loan is not available to Louisiana residents.

The third is a state guaranteed loan. Such loans are available in most states, Louisiana included. The major restriction on state guaranteed loans is that the student must be a resident of the state which has a loan program. But a student may attend school in any state he desires. In Louisiana a full time student may borrow up to \$2,500 per year. Part time students are not eligible. Interest is seven percent.

All loans accrue interest and must be repaid. In the case of all of the three kinds of loans explained above, the government pays the interest accrued while the student is in school and for a period nine months immediately after he leaves school. Payments on the principal and interest begin in the tenth month after a student graduates or ceases to be enrolled in school at least half time (six semester hours). Except for hardship cases, the minimum payment is \$30 per month with a ten year repayment period.

JOBS are self explanatory. There are two kinds of programs.

The first is the federally funded work-study program. Students are selected for work based solely upon need and work either 7½ or 15 hours per week on campus doing office or library work, research, or assisting professors.

The second is university funded student assistantships. Need is not always a factor in selection of students for work in this program.

Applications for financial aid may be obtained from the Office of Scholarships and Financial Aid. Preference is given to those who apply before April 1.

You must apply for admission before you apply for financial aid. An official response on your financial aid application is dependent upon the action taken on the application for admission. For this reason it is important to apply early and follow through in getting your back-up admission materials in. Loyola can supply you with an admissions decision soon after you apply and get all admission materials in.

When accepted, action is taken on your financial aid application. You can expect a response on your application within two weeks after you are accepted.

The financial aid officer is knowledgeable by training and experience to give applicants the best and most assistance possible. This may include a combination of a loan and campus job. How much one receives depends upon what a person's need is. Need is the difference between what the student and the family can reasonably be expected to pay and the cost of education. Loyola bases the student/family contribution upon information on the financial aid application and the copy of the tax return supplied with the application.

# ACADEMIC RESOURCES

## UNIVERSITY LIBRARY

The university library serves students and faculty by providing supplemental reading and research materials for coursework, music listening facilities, recreational reading, and audio-visual materials and equipment for individual and classroom use.

### Facilities and Resources

The Loyola library consists of the Main Library and specialized libraries in music, law, audio-visual materials, and an extensive government documents collection. Holdings include more than 280,000 volumes, 1200 periodical and journal subscriptions, 21,000 microform units, 160,000 state and federal government documents, and 500 media titles.

Noteworthy among the special collections are the rare holdings of Spanish and French colonial archival documents on microfilm. The Spanish documents are the only copies in the world of originals housed in the archives in Spain. The French collection is one of only three in the United States. Other special holdings include the 20,000 volume Library of American Civilization, containing books, periodicals and documents prior to 1914; the 3000 volume Library of English Literature, with materials from the beginning to 1660; and extensive holdings in Jesuitica.

The main library collections are organized according to the Library of Congress classification system, and the stacks are open to all users. Separate study and research areas include the reference room, the browsing lounge, periodicals reading room, and the bibliographic center, where periodical indexes and abstracting services are arranged for convenient use.

### Services

Professional librarians are available to consult individually with students and faculty on use of library resources and planning research papers. In addition, the reference department provides special orientation sessions, term paper clinics and mini-college courses throughout the year. The library publishes a number of guides to the use of the library for both students and faculty, as well as subject bibliographies in selected areas. A colorful graphic sign and directory system has been recently developed to aid in locating areas of the library.

Throughout the year the library arranges educational and art exhibits for display; in addition, a collection of framed art prints is available for rental at a nominal fee by students and faculty for use in dormitory rooms, or at home.

The media center makes available for classroom use and for individual study audio and visual learning materials and their playback and viewing equipment. Materials available include video tapes, films, filmstrips, slides, sound tapes, records, and other forms.

## **Extended Resources**

Students at the three New Orleans Consortium colleges, Loyola, Xavier University, and St. Mary's Dominican College, enjoy reciprocal borrowing privileges at any of the Consortium libraries. In addition, as a member of the Southeast Louisiana Library Information Network Cooperative, the Loyola library is able to obtain books and other materials not available on campus but located in other nearby libraries. Membership in the Southeastern Library Network provides bibliographic and location information for borrowing from libraries nationwide through a computer terminal located in the library. On-line searching of computerized bibliographic data bases in a wide variety of subjects is also available in the library for a small fee. These data bases include journal and report literature not generally available through print indexes and reference works. Consultation and searching are available through the reference department.

## **COMPUTER CENTER**

The Computer Center offers a full range of services through its IBM 370 and HP-3000 computer systems. The Computer Center is operated on a closed shop basis providing batch/time-sharing services to the student, faculty and administrative users.



# ACADEMIC REGULATIONS

In the spring of 1979, Loyola implemented a new comprehensive computer based student record system. As a result, many procedures and policies changed. Students who attended Loyola both prior to and after the spring of 1979 will have two transcripts that will have different appearances and form but will remain identical in content. At the same time, a new course numbering system was implemented. For this reason, two course numbers will appear in the university's bulletins for 1979-80. Each new course number in the course descriptions of this bulletin consists of a letter prefix and seven digits. Both the letter prefix and the first four digits indicate the subject area. The last three digits indicate the specific course within the subject area.

Students are responsible for compliance with the regulations of the university and should familiarize themselves with the provisions of this bulletin distributed by the Office of Admissions, the *Student Handbook* distributed by the Office of Student Affairs, posted official notices, and official instructions given to students.

At registration, it is understood by the student that he will be governed by the regulations of the university and will abide by decisions made by proper authorities of the university.

## FACULTY ADVISING

All students are advised by faculty members. Faculty are usually assigned to advise students who have indicated an interest in their particular field of specialization. The names of assigned faculty advisors may be obtained from the office of the dean of one's college.

Faculty advisors are available to students throughout the academic year, but their role is especially important during the preregistration, orientation, and regular registration periods. Advisors will help students plan their program, explore career alternatives, and aid in any academic or personal problems. Faculty advisors will also ensure that the graduate academic experience is as valuable as possible by assisting students in the sequencing of their course work. Students should be aware, however, that knowledge of and adherence to regulations of Loyola, both academic and otherwise, are the ultimate responsibility of the student.

## PREREGISTRATION

Loyola students enrolled in one term may preregister for the next term. New students, transient students, and students who have completed a degree program in a given term are not eligible for preregistration. Preregistration is usually held in April and November. Approximately 98 percent of the graduate students who preregister receive every course requested. Requests for courses are processed on a first-come, first-serve basis within classifications; therefore, all seniors receive the highest priority with nondegree-seeking students following freshmen in the order of

preference. Students who preregister are required to confirm their registration. Those students are billed for tuition and fees. Students who fail to confirm their registration are not billed and their registrations are cancelled. Students with unpaid financial obligations to the university may not preregister until such obligations have been satisfied.

## **REGISTRATION**

All those newly admitted to the university should attend registration at the scheduled hours during their authorized admit term. Degree and nondegree-seeking students in the preceding term (excluding summer) should enroll at registration if they did not preregister. Students who preregistered may drop or add courses at registration. Those admitted as transient students must complete their credentials during the term of their first admission and thus must be readmitted for the next term as a nondegree-seeking student or a degree-seeking student in order to continue their enrollment. Students with unpaid financial obligations to the university may not register until such obligations have been satisfied.

## **LATE REGISTRATION**

Late registration is normally the first two working days after registration. A late registration fee is assessed to cover the additional administrative costs and, at the discretion of the student finance office, a student may be required to pay the tuition in full. Students with unpaid financial obligations with the university may not register until such obligations have been satisfied.

## **DROP/ADD PERIOD**

For five working days following the last day of registration, students are permitted to drop and add courses. A \$5 per transaction drop/add fee is charged to cover the administrative costs so that the financial burden of this option will not have to be passed on to the student population at large. Because of external and internal reportings on enrollments, deadlines for drop/add activity must be strictly enforced.

## **WITHDRAWAL FROM COURSES**

Up to one week following the mid-term period, students may receive an administrative withdrawal from a course. There is a \$5 fee for each withdrawal; tuition refunds are processed according to the published schedule. Students receive a W in the course and the transaction requires advisor's and/or dean's permission.

After this administrative withdrawal period, students must petition their faculty members to withdraw. Based on the student's petition, a faculty member may award a W, WP, WF, UW, I, or require the student to complete the course. The decision of the faculty member is recorded on the final grade roster.

## **GRADING**

Each instructor has the option of using a grading method within each course that best meets the needs of students and the subject. However, all grades are translated by instructors into the following grades:

## **GRADES**

All work is graded by letters, interpreted as follows:

- A** Excellent. (4 quality points per credit hour)
- B+** Midway between A and B. (3.5 quality points per credit hour)
- B** Good. (3 quality points per credit hour)
- C+** Midway between B and C. (2.5 quality points per credit hour)
- C** Average. (2 quality points per credit hour)
- D+** Midway between C and D. (1.5 quality points per credit hour)
- D** Below Average. (1 quality point per credit hour)
- F** Failure. (no quality points per credit hour)
- I** Incomplete. This grade is to be assigned only when the instructor has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. These reasons are customarily medical. The I grade is not an automatic extension. An I grade should be made up within six weeks after the end of the term in which it was incurred.
- W** Withdrawal.
- WP** Withdrawal Passing
- WF** Withdrawal Failing (Adversely affects G.P.A.)
- UW** Unauthorized Withdrawal
- AU** Audit
- AI** Audit Incomplete
- IP** In Progress (To be awarded only with the registrar's permission in courses that span more than one term.)

The use of certain other administrative notations on student grade reports are explained in those reports. Averages are computed only on the basis of letter grades A through F, including WF.

## **SPECIAL REGISTRATION**

Registration for the audit grading option may be selected by students during registration or the drop/add period and may not be changed at a later date.

Some courses have been designated by the Committee on Courses and Curriculum as pass/fail courses only. All students enrolled in these courses are eligible only for a pass/fail grade.

To repeat a course, students must have the approval of their advisors, dean, and the registrar. Both grades are used to compute the cumulative grade point average but only the earned hours from the original course are used in the calculation of Loyola cumulative earned hours. Courses that may be taken more than once as opposed to "repeated" courses (*In-*



*dependent Study, Play Production, etc.) will carry this notation in the course description. Transcripts will carry a notation identifying all repeated courses.*

## **GRADE REPORTS**

A report of the grades made by a student in his scheduled subjects is sent to the student at the end of each semester. Copies of these reports are also sent to the student's dean and faculty adviser.

## **GRADE POINT AVERAGE**

A student's grade point average is based on the credit hours, grading method, and grade awarded. The following definitions apply:

CREDIT HOURS are the units associated with each course. Each degree program requires that a student acquire a specific number of credit hours. Typically, a three credit-hour course meets for a total of 150 minutes a week.

QUALITY HOURS are the units upon which a student's grade point average is calculated. Quality hours differ from credit hours because the former excludes pass/fail, non-graded courses, etc.

GRADE POINT AVERAGE is the quality hours times the numerical value of the grade awarded divided by the total quality hours. A student's grade point average is based solely on Loyola course work. Grades associ-

ated with transfer course work are not applied to Loyola's grade point average.

TOTAL EARNED HOURS are the credit hours earned at Loyola plus the hours awarded by Loyola for course work taken at other universities.

## **CHANGE OF GRADUATE CONCENTRATION**

Students may petition to change concentration by completing the appropriate form and submitting the form to their program director. The petition may be made at registration and preregistration and takes effect in the next term.

## **CLASSIFICATION**

TRANSIENT STUDENTS are admitted for one term with unofficial credentials. Those who enroll as transient students must apply for admission for the next term as nondegree-seeking students or as degree-seeking students and submit official credentials, if they wish to continue their enrollment. Transient students are not eligible to preregister. Course work taken while a transient student is subject to evaluation in terms of applicability to a degree. There are limitations on financial aid available to transient students.

NONDEGREE-SEEKING STUDENTS are admitted with official credentials but are not enrolled in a particular degree program. Students admitted as nondegree-seeking must enroll in consecutive terms or apply for a leave of absence in order to maintain their status. Failure to follow these procedures will require readmission. Course work taken while a nondegree-seeking student is subject to evaluation in terms of applicability toward a degree. There are limitations on financial aid available to nondegree-seeking students.

DEGREE-SEEKING STUDENTS are officially admitted to a specific program at the Graduate level.

Classification	Hours Earned
GFR — Graduate Freshman	0-9
GSO — Graduate Sophomore	10-18
GSR — Graduate Senior	19-or above

## **WITHDRAWAL FROM THE UNIVERSITY**

A student who withdraws from the university during a semester before taking the final examination of the semester forfeits all credit for work done in that semester.

To withdraw officially from the university a student must:

- 1) Obtain withdrawal forms from the Office of Student Records.
- 2) Obtain signatures of designated officials on withdrawal forms.  
(These forms will not be signed until the student has cleared all financial obligations to the university.)
- 3) Resident students must officially withdraw by obtaining clearance through the housing office.

*Withdrawal is not complete or official until all signatures have been obtained and forms are returned to the Office of Student Records.*

Students are reminded that they must complete official withdrawal from the university before the termination of the semester in which they have registered.

## **ACADEMIC STANDING**

A regularly admitted graduate student must maintain a 3.0 quality point average for all courses taken. If a student's average falls below 3.0, he is placed on probation. He has nine hours or two semesters (whichever comes first) to remove the deficiency. If the deficiency is not removed in the allotted time, the student is excluded.

A candidate for degree must maintain a 3.0 average. If the candidate's average falls below 3.0, he is placed on probation. His probationary status and requirements are set by the department or college concerned.

A student that has been admitted on a conditional status must maintain a 3.0 average for the first 12 semester hours earned. If he should fall below a 3.0 average, he is excluded.

## **DISMISSAL**

Although dismissal is usually a function of the student's inability to remove himself from academic probation, all decisions regarding dismissal are made on an individual basis, and the university, through duly constituted judicial bodies, or through the deans, has the authority to dismiss a student whose conduct, attitude, or performance is in serious opposition to the aim of the university or to the spiritual, moral, or intellectual welfare of the university community.

## **READMISSION REQUIREMENTS**

Whenever a student fails to enroll for one semester he is automatically dropped from the active student file. In order to register for a later semester, it is necessary to apply for readmission. This is accomplished by completing a form obtained from the Office of Admissions. The latest date for admission in each semester also applies to readmission. There is no fee for readmission.

## **LEAVE OF ABSENCE**

Students enrolled in one term may apply to their dean for a leave of absence either for the next term or academic year. Students returning from a leave of absence are subject to the policies of the most current bulletin.

## **ATTENDANCE AT OTHER COLLEGES**

With the approval of the student's dean, Loyola students may enroll at other colleges. A dean may give written permission to take courses at other colleges, thus assuring the student that the courses will be applied toward the student's current program. An official copy of the transcript from the other college must be submitted to the student records office prior to the completion of Loyola's next term or the course will be subject to the provisions of evaluation of transfer course work.

## **GRADUATION AND COMMENCEMENT**

Loyola confers degrees in January, May, and August. University commencement exercises are held in May and August. Students who receive degrees in May and January are eligible to participate in the May commencement.

## **DEGREES**

The diploma given to students upon graduation carries the university information, student's name, university distinctions, and degree title.

## **RESIDENCE**

A minimum of 24 semester hours must be completed while registered in Loyola. Unless special permission is granted by the dean to pursue work elsewhere, the work of the senior or final year must be completed at Loyola. This requirement applies to students who entered as freshmen and to students transferring from other institutions.

## **GENERAL ELIGIBILITY FOR DEGREES**

To complete work for a master's degree, a student must have completed a minimum of 30 hours of graduate work with a 3.0 average. In biological sciences, the student must have completed 24 hours with a 3.0 average and a publishable thesis.

Students must have demonstrated to their departments or colleges that they have an understanding of research and research methodology, and a thorough understanding of the subject matter, bibliography, and theory of their major field. At Loyola this demonstration takes the form of either comprehensive examinations, a thesis, or both, at the option of the department or college.

Additionally, the student must have filed for graduation at the appropriate times noted in the academic calendar and he must have satisfied all financial obligations to the university.

The student should consult the program headings of this bulletin for additional requirements set by the individual departments or college.

## **TRANSCRIPTS/COUNSELOR'S REPORTS**

Loyola may distribute only its own transcripts, not the records of testing services or other universities. Students may have three records at Loyola which comprise the official transcript: undergraduate, graduate, and law. Upon a student's request, all official transcripts are sent by the student records office to others. Unofficial transcripts marked, "Official Transcript Issued to the Student", are given by the student records office to students. In accordance with recommendations of the American Association of College Registrars and Admissions Officers, official transcripts issued to students should not be treated as an official academic credential. Transcripts, as opposed to degrees, carry notations identifying concentrations. Probation, extended probation, academic suspension, and academic dismissal are indicated on the transcript for students placed in this status.

The Office of Career Planning and Placement issues copies of Loyola Counselor's Reports as part of its placement portfolio. This advising form should not be treated as an official transcript.



# BIOLOGICAL SCIENCES

**CHAIRMAN:** Roland Lesseps, S.J., Ph.D.      **OFFICE:** 342 Monroe Hall  
**PROFESSORS:** E. Letitia Beard, Kamel T. Khalaf, Walter G. Moore  
**ASSOCIATE PROFESSORS:** Roland Lesseps, S.J., Jagdish M. Upadhyay, J. Kenneth Shull  
**ASSISTANT PROFESSOR:** Barry Good

The graduate program in the biological sciences is designed to provide a broad training for those who aspire to be teachers and for those who wish to improve their biological background by gaining a knowledge of additional subject matter. The studies in this program provide an excellent preparation for advanced research and doctorate work. The program provides facilities for advanced courses in each of the three branches of the department of biological sciences. The program leads to the Master of Science degree in Biological Sciences.

## ADMISSION TO CANDIDACY

Any student who has a bachelor's degree from a recognized college and has undergraduate training in general biology, general bacteriology, and organic chemistry may qualify for the Master of Science degree in Biological Sciences. Applicants are obliged to take both the general section and advanced section of the Graduate Record Examination and to submit the results to the Admissions Office before they can be accepted.

Candidates must demonstrate, by written examination if necessary, that they have a reading knowledge of at least one modern foreign language. In all cases the executive committee of the department of biological sciences will determine this necessity.

## COURSE REQUIREMENTS

All students are obliged to complete at least one graduate course in each of the three main branches of the department; viz, botany, zoology, and microbiology. Other courses for a total of 24 credit hours are at the students' discretion, but it should be noted that all advanced courses in microbiology require at least one course in biochemistry as a prerequisite.

All graduate students are required to participate actively in the graduate seminar each semester that they are enrolled in graduate studies. This applies to both enrollment for course work and for thesis research.

The Master of Science degree in Biological Sciences requires 24 credit hours of course work and a thesis.

Along with the course requirements noted above, the candidate must present an acceptable thesis based at least partially on original research. This thesis must be completed and accepted by the executive committee of the department one month before the date of graduation.

All graduate students are expected to gain some supervised teaching experience as part of their preparation for the master of science degree.

# BIOLOGICAL SCIENCE GRADUATE COURSES

## (Subject Number: 0201)

<b>Biol 700</b>	<b>Cytology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 503. Prerequisite: General Biology. Study of the morphological, physiological, and biochemical properties of component parts of animal and plant cells.	
<b>Biol 705</b>	<b>Phycology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 504. Prerequisite: General Botany. Survey of the algae including both marine and fresh water forms.	
<b>Biol 710</b>	<b>Limnology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 507. Prerequisite: General Biology. Study of the physical, chemical, and biological factors determining biological productivity in inland waters. Field study of local lakes and streams. Two lectures and six hours of laboratory or field work per week.	
<b>Biol 715</b>	<b>Entomology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 508. Prerequisite: General Biology. Taxonomy, life histories, and general ecological relationships of the insects in general, especially of South Louisiana. Two hours lecture and four hours of laboratory or field work per week.	
<b>Biol 720</b>	<b>Bio-Ecology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 509. Prerequisite: General Biology. Relationships of animals to each other, to plants, and to the physical and chemical factors of the environment. Two lectures and six hours of laboratory or field work per week.	
<b>Biol 725</b>	<b>Field Zoology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 510. Prerequisite: General Biology. Taxonomy, life histories, and general ecological relationships of the common animals of South Louisiana and the New Orleans area. Two hours lecture and six hours laboratory or field work per week.	
<b>Biol 730</b>	<b>General Parasitology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 511. Prerequisite: General Biology. Study of parasites in relation to disease. Various types of parasites, their life histories and the conditions which they cause.	
<b>Biol 735</b>	<b>Medical Entomology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 529. Prerequisite: General Entomology. Study of arthropod groups of medical importance; identification, general biology and life cycles; factors affecting man and domestic animals and control measures.	
<b>Biol 740</b>	<b>Zoology for Teachers</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 533. Prerequisite: General Zoology. Teacher-training and review course for those engaged in or preparing for teaching high school biology. Emphasis is placed on the collection and preparation of local zoological materials for classroom use. Limited to graduate students in education.	

<b>Biol 745</b>	<b>Developmental Biology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 534. Lectures, discussions, and laboratory work, including original research in such areas of developmental biology as fertilization, nuclear-cytoplasmic interaction during development, biochemical development and developmental genetics.	
<b>Biol 755</b>	<b>Endocrinology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 517. General consideration of the organs of internal secretion. Phylogeny, embryology, microscopic anatomy and physiology.	
<b>Biol 756</b>	<b>Advanced Endocrinology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 518. Recent advances in the biology of the organs of internal secretion. Lectures, conferences, and laboratory work.	
<b>Biol 760</b>	<b>Plant Anatomy</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 520. Prerequisite: General Botany. Consideration of the structure and development of seed plants. Reference to the relationships of anatomy and developmental patterns to the physiology and morphogenesis of the organism. Plant anatomy seminar will constitute a portion of this course.	
<b>Biol 765</b>	<b>General Virology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 522. Prerequisite: Bacteriology and Biochemistry. The virus as a biological entity: physical and chemical properties of virus particles; representative animal, plant and bacterial viruses are considered.	
<b>Biol 785</b>	<b>Plant Physiology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 528. Prerequisite: General Biology and Organic Chemistry. Higher plants will be the principal object of study with regard to their growth processes, water relations, and photosynthetic activities. Laboratory will demonstrate modern techniques of investigation as well as principles of the discipline involved. Weekly discussion of contemporary literature.	
<b>Biol 800</b>	<b>Physiology of Bacteria</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 512. Prerequisite: Bacteriology and Bio- Chemistry. Lectures, assigned reading, discussion, and laboratory exercises dealing with the chemistry and physiology of microbial cells.	
<b>Biol 805</b>	<b>Advanced Genetics</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 513. Prerequisite: Genetics or its equivalent. Lectures, assigned reading, discussions and laboratory dealing with molecular, organismic and population aspects of modern genetics.	
<b>Biol 810</b>	<b>Advanced General Physiology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 515. Prerequisite: General Physiology. Physiology and biochemistry of cells and the comparative physiology of muscular, nervous, and circulatory systems. Bio-electric activities, metabolic cycles, and internal secretions.	
<b>Biol 811</b>	<b>Advanced General Physiology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 516. See Biology 810.	
<b>Biol 815</b>	<b>Mycology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 523. Prerequisite: Bacteriology. Survey of the fungi with emphasis on form and structure.	

<b>Biol 820</b>	<b>Techniques in Bacteriology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 524. Prerequisite: Bacteriology and Biochemistry. Consideration and application of current techniques used in bacterial physiology. Qualitative and quantitative determination of metabolites are examined as are methods for studying mutants, respiration, enzymes.	
<b>Biol 825</b>	<b>Radiation Biology</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 553. Prerequisite: Discretion of professor in charge of the course. Survey of the nature, measurement, and effect of ionizing radiations in biological systems. Designed to acquaint the beginner with theory and methods of use of radiation as a research tool.	
<b>Biol 830</b>	<b>Morphogenesis</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 535. Development of the shape and pattern of plants and animals. Emphasis on morphogenetic movements of cells and tissues during development. Current theories examined and experiments performed. Original research in laboratory.	
<b>Biol 835</b>	<b>Physiology of Fungi</b>	<b>4 cr. hrs.</b>
	Prior Course Number: BioSc 527. Prerequisite: Biology 815. Study of the chemical activities of fungi as related to their nutrition, growth, reproduction and fermentative ability. Emphasis on fungi important in industry and agriculture.	
<b>Biol 896</b>	<b>Graduate Seminar</b>	<b>2 cr. hrs.</b>
	Prior Course Number: BioSc 544. Prerequisite: Advanced standing.	
<b>Biol 898</b>	<b>Graduate Research</b>	<b>ARR</b>
	Prior Course Number: BioSc 600.	



# BUSINESS ADMINISTRATION

*DEAN:* Joseph M. Bonin, Ph.D.

*OFFICE:* 210 Stallings Hall

*ASSISTANT DEAN — DIRECTOR OF PUBLIC ADMINISTRATION:* James R. Ramsey, Ph.D.

*ACTING DIRECTOR OF THE MBA PROGRAM:* John Mawhinney, S.J., Ph.D.

*PROFESSORS:* Joseph M. Bonin, Allen I. Boudreaux, Henry J. Engler, Irving Fosberg, G. Wallace Leftwich, A. Mike Sibley, G. Ralph Smith

*ASSOCIATE PROFESSORS:* Jesse T. Barfield, William Barnett, James H. Baskett, John E. Cave, Ronald C. Christner, John C. Folkenroth, Thomas F. Griffin III, Arthur R. Kagle, Robert Keller, Shu-Jan Liang, John Mawhinney, S.J., Jagdish Mehta, Margaret A. Paraniilam, A. George Petrie, Michael T. Saliba, II

*ASSISTANT PROFESSORS:* Ronald P. Allison, S.J., Claire J. Anderson, John Brockhoeft, Jerry Dauterive, James R. Ramsey, John E. Robbins

The principal objective of the College of Business Administration is to prepare its graduates for advancement to high-level management positions in business, government, and the service sectors of our society. An additional purpose of the program is to develop the foundation for advanced graduate work for those who may wish to prepare for doctoral studies.

The thrust of the program in the college includes examination of administrative principles and quantitative approaches to decision-making common to both business and nonprofit organizations. The program stresses the point at which major policy decisions must give consideration to related policy decisions of other parts of the organization or to society in general. Emphasis is placed on the fact that the management education is not limited to organizational techniques but is, in the broadest sense, education for management responsibility.

The MBA program develops these processes by emphasizing the elements common to all management positions. The program is based on advanced study of accounting, behavioral science, decision sciences, economics, finance, information systems, marketing, and operations management.

All graduate courses meet in the evening.

## ADMISSION

Admission to graduate study is controlled by the director of graduate studies and is granted to students showing high promise of success at the graduate level. Ordinarily such a level is evidenced by a 2.5 undergraduate grade point average (2.75 for the last two years of undergraduate work),

although other factors such as letters of recommendation, rank in class, trend in college achievement, relevant work experience, and scores on national standardized examinations will be considered.

Admission to candidacy in the MBA program requires, in addition, that the applicant have taken the GMAT examination and have achieved a satisfactory score on the test. Normally, satisfactory is interpreted to mean a score of 450 or higher. Students who have been admitted to graduate study at Loyola but who have not yet filed a complete set of credentials for admission into the College of Business Administration (both undergraduate transcripts and GMAT results) will not be admitted into the MBA program and may not register for any graduate level business courses. Students with incomplete records may take undergraduate foundations courses.

Application forms may be requested from and should be returned to the Office of Admissions, Loyola University, New Orleans, Louisiana, 70118. The application should include a \$15.00 non-refundable application fee, transcripts of all previous college work, and two letters of recommendation. Students should also request that a copy of their GMAT score be sent to the Admissions Office. Questions concerning admission to the program should be directed to the Admissions Office (504-865-3240) or to the College of Business Administration (504-865-3544).

## CURRICULUM

The curriculum of the MBA program consists of a 30 hour program, broken into three basic parts: an 18 credit hour core, 9 credit hours of graduate level electives, and a 3 credit hour capstone course. The required core attempts to expose students to state of the art thinking in functional areas of business administration. The electives may be chosen from courses in any functional area of business.

The final part of the program is an integrative capstone course designed to expose the student to the interrelationships, interactions, and constraints of decision-making in complex organizations. The capstone course will utilize rigorous group decision-making and case and simulation techniques under conditions of uncertainty. Students are expected to have completed all (or substantially all) of their other graduate courses before registering for this course. They must also have an overall grade point average of 3.0 or better on all work attempted since enrolling in graduate study at Loyola before taking the capstone course.

### MBA Core Course Requirements

Course	Cr. Hrs.
Acct 0301 700 — Advanced Managerial Accounting	3
Econ 0303 700 — Managerial Economics	3
Fin 0304 700 — Financial Management	3
Mgt 0305 700 — Organization Theory and Behavior	3
Mgt 0305 710 — Operations Management	3
Mgt 0305 720 — Business Policy (Capstone)	3
Mkt 0306 700 — Marketing Management	3
Graduate Business Electives	9
Total Credit Hours	30

Some students who enter the program will have had little or no undergraduate work in business or business-related courses. Generally, students who plan to enter the MBA program must be able to satisfy common body of knowledge undergraduate or pre-graduate requirements in the following areas: concepts and processes in the marketing, production, and financing functions of businesses; a study of the legal, economic, and social environment of business; concepts of accounting, quantitative methods and managerial information systems; a study of organization theory, behavior, and control; and study in decision-making under uncertainty. Specifically, students are required to have all of the following pre-graduate foundations courses, either by taking them during their undergraduate program or by enrolling in the College of Business Administration or City College undergraduate courses.

#### **Pre-Graduate Foundation Requirements**

<i>Course</i>	<i>Cr. Hrs.</i>
Acct 0301 105-106 — Principles of Accounting	6
DecS 0302 200-201 — Statistics	6
Econ 0303 200 — Microeconomics	3
Econ 0303 201 — Macroeconomics	3
Fin 0304 300 — Financial Management	3
Mgt 0305 300 — Principles of Management	3
Mkt 0306 300 — Principles of Marketing	3
LgSt 0307 200 — Business Law	3
<hr/>	
Total Credit Hours	30

The foregoing list assumes that the student has achieved adequate preparation in mathematics and computer science. This preparation is normally demonstrated as follows:

1. Mathematics — by successful completion of 6 hours of undergraduate course work, including exposure to elementary calculus.
2. Computer Science — by successful completion of a 3 hour undergraduate course in computer programming, or by relevant work experience.

In a case where proficiency has not been achieved in a particular area, additional pre-graduate work may be required.

#### **ADVISING AND REGISTRATION**

All MBA students are assigned to a graduate advisor who helps them plan their master's program, including the sequencing and scheduling of appropriate courses. Students are expected to meet regularly with their advisors and must gain approval of their advisors before registering for any series of courses at Loyola.

In general, students are advised to participate in the preregistration period each semester, although some students may find it necessary or more convenient to wait until regular registration to enroll for a particular

semester. Additional information may be obtained from the College of Business Administration, Director of the MBA Program.

## **GRADUATION REQUIREMENTS**

A student must have met all of the following requirements in order to earn the MBA:

1. Have satisfied all general university regulations for graduation with a graduate degree.
2. Have satisfied all pre-graduate course requirements.
3. Complete all required graduate core courses and electives.
4. Have an overall grade point average of 3.0 or better in all graduate work attempted since being accepted into graduate study at Loyola.
5. Have completed the capstone course with a minimum grade of B. (The capstone course may be retaken only once.)
6. Formally apply for graduation and pay all necessary graduation and university fees.

## **JURIS DOCTOR/MASTER OF BUSINESS ADMINISTRATION**

The College of Business Administration and the law school at Loyola have implemented a joint JD/MBA program. This program is designed for those students seeking advanced education in business administration in addition to an education in the law. This program enables students to meet the requirements for both degrees with a total of 102 credit hours in contrast to the 120 credit hours necessary to earn the two degrees separately. Students successfully completing the JD/MBA programs will be awarded both the Juris Doctor and Master of Business Administration degrees.

In order to be eligible for the JD/MBA program students must: (1) have applied to and been admitted to Loyola's law school; (2) have completed all of the foundation course requirements for the MBA program and have applied to and been admitted to Loyola's graduate studies — Master of Business Administration program.

### **Law School**

Students must successfully complete all required law courses. In addition, they are required to successfully complete a minimum of 14 credit hours from among the following courses: Agency and Partnership, Negotiable Instruments, Tax III (corporate taxation), Securities Regulation, Business Planning, Creditors' Rights and Bankruptcy, Antitrust Law and Labor Law. Students in the common law program must take an additional 12 hours of law electives. The total number of credit hours of law courses required in the JD/MBA program is 81.

### **College of Business Administration**

Students must successfully complete the following graduate courses: Managerial Accounting, Managerial Economics, Financial Management,

Operations Management, Marketing Management, Organizational Theory and Behavior and Business Policy.

The total number of credit hours of graduate business courses required in the JD/MBA program is 21.

## **Restrictions**

The law school accepts nine credit hours of required graduate business courses toward the JD degree in place of elective law courses. The College of Business Administration accepts nine credit hours of required law courses toward the MBA degree in place of elective graduate business administration courses.

However, the law school accepts the nine hours from the College of Business only after the entire 21 hours of required graduate business administration courses have been successfully completed and the College of Business Administration accepts the nine hours from the law school only after the 81 hours (required and electives) of law courses have been successfully completed. Thus, students in the JD/MBA program are awarded both degrees upon completion of all requirements of the JD/MBA program. Students failing to meet all of the requirements of the program are awarded the JD or MBA degree if, and only if, they fulfill the requirements for the individual degrees as stipulated in the law school and graduate bulletins, respectively.

# **BUSINESS ADMINISTRATION GRADUATE COURSES**

## **ACCOUNTING (Subject Number: 0301)**

**Acct 700 Advanced Managerial Accounting 3 cr. hrs.**  
Prerequisites: Acct 101, CoSc 110 or 115. Applications of accounting information for management planning, control and problem solving are presented. Techniques for analyzing, evaluating, controlling and predicting costs and revenues are studied.

**Acct 800 Accounting Theory 3 cr. hrs.**  
Prior Course Number: Acct 600. Prerequisite: Acct 700. An analysis and evaluation is undertaken of currently acceptable accounting standards and conventions with emphasis placed on pronouncements of authoritative groups.

**Acct 805 Advanced Accounting 3 cr. hrs.**  
Prior Course Number: Acct 605. Prerequisite: Acct 700. Contemporary topics will be covered in the areas of financial accounting, income tax accounting, auditing, managerial accounting and information systems.

**Acct 810 Accounting Information Systems 3 cr. hrs.**  
Prerequisite: Acct 700. A study of information systems networks; includes discussion of automated data processing systems, data required for managerial decision-making, planning and control problems and systems design.

<b>Acct 815</b>	<b>Corporate Financial Reporting</b>	<b>3 cr. hrs.</b>
	Prerequisites: Acct 101, CoSc 110 or 115. A study of the current corporate reporting environment, concepts and principles, report analysis and income determination. Course material will cover the role of the CPA, FASB pronouncements and managerial uses of financial information.	
<b>Acct 896</b>	<b>Seminar in Accounting</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Acct 620. Prerequisite: Permission of instructor. Current issues and problems in accounting will be researched and discussed in a seminar.	
<b>Acct 899</b>	<b>Tutorial in Accounting</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Acct 698. Prerequisite: Permission of individual faculty member.	

## **DECISION SCIENCES (Subject Number: 0302)**

<b>DecS 800</b>	<b>Applied Decision Sciences</b>	<b>3 cr. hrs.</b>
	Prior Course Number: DecS 601. Prerequisites: DecS 201, CoSc 110 or 115. An introduction to deterministic and scholastic models of managerial decision-making. While the philosophical, methodological, formulation, solution and analytical aspects of models are examined, emphasis would be on the model application to management-functional areas such as accounting, finance, marketing and production.	
<b>DecS 896</b>	<b>Seminar in Decision Science</b>	<b>3 cr. hrs.</b>
	Prior Course Number: DecS 620. Prerequisite: DecS 700. Topics in decision sciences presented by seminar members. Emphasis would be on individual studies and research of decision science with the functional areas of management.	
<b>DecS 899</b>	<b>Tutorial in Decision Science</b>	<b>3 cr. hrs.</b>
	Prior Course Number: DecS 698. Prerequisite: Permission of individual faculty member.	

## **ECONOMICS (Subject Number: 0303)**

<b>Econ 700</b>	<b>Managerial Economics</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Econ 603. Prerequisites: Econ 200-201, DecS 200-201. Application of economic theory in the context of the firm is examined. The role of economics in the decision-making process and in forecasting and planning are considered.	
<b>Econ 800</b>	<b>Applied Economics</b>	<b>3 cr. hrs.</b>
	Prerequisite: Econ 700. Applications of economic analysis to selected management problems.	
<b>Econ 805</b>	<b>Business and Economic Forecasting</b>	<b>3 cr. hrs.</b>
	Prerequisites: Econ 200-201. Various statistical and non-statistical techniques will be covered. Regressions and equations are studied as well as their role in the search for stability and growth.	
<b>Econ 810</b>	<b>International Economics</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Econ 609. Prerequisites: Econ 200-201. The theory and practice of international economic and financial relations are studied as well as their role in the search for stability and growth.	

<b>Econ 815</b>	<b>Business Conditions Analysis</b>	<b>3 cr. hrs.</b>
Prerequisite: Econ 700. A rigorous analysis of the various market structures and the pricing process for commodities and for productive services as taking place within these market forms.		
<b>Econ 896</b>	<b>Seminar in Economics</b>	<b>3 cr. hrs.</b>
Prior Course Number: Econ 620. Prerequisite: Permission of graduate economics faculty. Selected problems and topics are examined.		
<b>Econ 899</b>	<b>Tutorial in Economics</b>	<b>3 cr. hrs.</b>
Prior Course Number: Econ 698. Prerequisite: Permission of individual faculty member.		

## **FINANCE (Subject Number: 0304)**

<b>Fin 700</b>	<b>Financial Management</b>	<b>3 cr. hrs.</b>
Prior Course Number: Fin 606. Prerequisite: Fin 300. The principles of finance are used as the basis for development of techniques useful in the area of corporate financial management. The vehicle for the accomplishment of this objective is a series of cases involving analysis and decision-making by the student.		
<b>Fin 800</b>	<b>Management of Financial Institutions</b>	<b>3 cr. hrs.</b>
Prior Course Number: Fin 601. Prerequisites: Econ 201, Fin 310. Analyzes the problems and opportunities inherent in the management and policy-making decisions of financial institution managers. Concentration is on the major asset and liability management problems of commercial bank and savings and loan executives.		
<b>Fin 805</b>	<b>Investments</b>	<b>3 cr. hrs.</b>
Prior Course Number: Fin 605. Prerequisite: Fin 315. The course primarily analyzes the range of investment possibilities and their risk-return characteristics. Also, the techniques for selecting, timing and diversification decisions are studied in depth.		
<b>Fin 810</b>	<b>International Finance</b>	<b>3 cr. hrs.</b>
Prior Course Number: Fin 610. Prerequisites: Econ 201, Fin 300. Foreign exchange and investment problems are studied intensively.		
<b>Fin 815</b>	<b>Real Estate Investment</b>	<b>3 cr. hrs.</b>
Prerequisite: Permission of instructor. Real Estate investment in income producing properties. Emphasis is on evaluating the three primary benefits of real estate investment — cash flow, tax shelter, and appreciation.		
<b>Fin 896</b>	<b>Seminar in Finance</b>	<b>3 cr. hrs.</b>
Prior Course Number: Fin 620. Prerequisite: Permission of graduate finance faculty. Selected topics are examined.		
<b>Fin 899</b>	<b>Tutorial in Finance</b>	<b>3 cr. hrs.</b>
Prior Course Number: Fin 698. Prerequisite: Permission of individual faculty member.		

## **MANAGEMENT (Subject Number: 0305)**

<b>Mgt 700</b>	<b>Organization Theory and Behavior</b>	<b>3 cr. hrs.</b>
Prior Course Number: Mgt 601. Prerequisite: Mgt 300. Study of organizational systems and subsystems, including their measurement and evaluation, identification of their functions and dysfunctions.		

<b>Mgt 710</b>	<b>Operations Management</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mgt 603. Prerequisites: Acct 101, Econ 200-201. The study of complex organizations, from the viewpoint of the production function. Includes planning, design analysis and control features of dynamic organizational systems.	
<b>Mgt 720</b>	<b>Business Policy</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mgt 701. Prerequisite: All core requirements completed. The Capstone course is designed to enable the advanced student to develop the expertise necessary to integrate the concepts and skills learned in previous courses into the executive decision framework.	
<b>Mgt 800</b>	<b>Operations Research</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mgt 630. Prerequisites: Math 116, CoSc 110 or 115, DecS 201. Application of scientific method, in particular mathematical and logical tools, to design-making problems. Includes the study of quantitative techniques to solve operations research problems.	
<b>Mgt 805</b>	<b>Human Resource Management</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mgt 604. Prerequisites: Mgt 105, 300. Concepts, theories, and practices concerned with managing human resources within organizations. Emphasizes the responsibilities of all managers for the human resources in their organizations.	
<b>Mgt 896</b>	<b>Seminar in Management</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mgt 620. Prerequisite: Permission of graduate management faculty. Selected topics are examined.	
<b>Mgt 899</b>	<b>Tutorial in Management</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mgt 698. Prerequisite: Permission of individual faculty member.	

## **MARKETING (Subject Number: 0306)**

<b>Mkt 700</b>	<b>Marketing Management</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mkt 601. Prerequisite: Mkt 300. Marketing problems of wide variety are analyzed. In emphasizing managerial problem-solving, real-world constraints are employed, in addition to the use of behavioral and quantitative techniques of analysis.	
<b>Mkt 800</b>	<b>International Marketing</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mkt 612. Prerequisite: Mkt 300. Significant similarities and differences in marketing problems in countries other than the United States are explored and analyzed. In addition to several cases, principles of the managerial and behavioral sciences are examined for potential application in specific countries.	
<b>Mkt 896</b>	<b>Seminar in Marketing</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mkt 620. Prerequisite: Permission of graduate marketing faculty. Selected topics in marketing are examined.	
<b>Mkt 899</b>	<b>Tutorial in Marketing</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mkt 698. Prerequisite: Permission of individual faculty member.	

## **ADMINISTRATIVE ETHICS (Subject Number: 0308)**

- AEth 800      Social Justice and Foreign Trade      3 cr. hrs.**  
The subject matter of this course is both global and controversial. It will examine the power of the global corporation as it affects the people and culture of host countries.
- AEth 805      Business Ethics      3 cr. hrs.**  
This course will develop an awareness of ethical dilemmas that face managers in practical, day-to-day decision-making. It will focus attention on the meaning of ethics and some relevant aspects of various ethical theories; as well as sharpen skills in decision-making by applying models for ethical reflection to practical specific cases.
- AEth 810      The Capitalist Economy: Conflict and Power      3 cr. hrs.**  
This course will seek to develop an analytical framework within which to study relevant social and moral contemporary concerns. It will examine the growing movement for radical social change; thus it will challenge traditional concepts of the capitalist system in an attempt to determine how it may be utilized to develop a better society.



# **CRIMINAL JUSTICE**

*DEAN:* Walter S. Maestri, III, M.A.

*Office:* 537 Monroe Hall

*ASSISTANT DEAN:* Willie M. Zanders, J.D.

*GRADUATE PROGRAM:* Jack Wright, Ph.D.

*ASSOCIATE PROFESSORS:* Dee W. Harper, Jr., Anthony R. Mawson, Jack Wright

*ASSISTANT PROFESSOR:* William E. Thornton

*PROFESSORIAL LECTURERS:* James Parsons, Dennis Waldron

In response to the growing need for professionally trained criminal justice administrators and planners, Loyola University's City College offers the Master of Criminal Justice (MCJ) program.

The long-term goal of the master of criminal justice program is to improve the quality of the administration of justice with the ultimate goal of a lower crime rate. While it is readily admitted that any approach to crime reduction must involve all the basic institutions of society — the home, the church, and the school — the agencies most directly involved in the identification, isolation, processing and treatment of the offender are the police, courts and corrections.

The program at Loyola is designed to produce persons who will be equipped to offer skills in action program planning and evaluation, and to meet the manpower needs of federal, state and local criminal justice agencies. The goal is to produce a "criminal justice administrator and planner." This person would possess:

1. An in-depth understanding of the entire criminal justice process, and
2. Skills in the application of the scientific method of planning, implementation and evaluation of action programs in the various agencies that constitute the criminal justice system.

In addition to supplying the system with professional administrators and professional planners, the criminal justice program generates a continuing flow of graduate level research. With a sound appreciation of what works, what does not, and why, the massive number of programs that are being funded by LEAA can proceed intelligently.

## **ADMISSION**

Admission to graduate studies in criminal justice represents a selection based on personal and academic records of the applicant. The appropriate committee of the Graduate Council and the criminal justice program examines the applicant's record for evidence of potential for graduate studies. As a minimum, applicants are required to furnish transcripts attesting to a bachelor's degree with a grade point average of at least 2.5, three letters of recommendation by former teachers or others who have been in a position to evaluate the applicant's academic per-

formance, and a composite score of 800 on the Graduate Record Examination (GRE).

If available, a writing sample, either an academic paper or other written work which would indicate the applicant's written communication skills would be useful. Where possible the sample should pertain to the criminal justice system.

## **ADMISSION TO CANDIDACY**

Admission to candidacy for the degree of Master of Criminal Justice requires completion of the core curriculum with a minimum grade point average of 3.0. The Master of Criminal Justice must be completed within four calendar years from the date of original admission to graduate studies.

## **ADVISING AND REGISTRATION**

All MCJ students are assigned to a graduate advisor who helps them plan their master's program, including the sequencing and scheduling of appropriate courses. Students are expected to meet regularly with their advisors and must gain approval of their advisors before registering for any series of courses at Loyola.

## **CURRICULUM**

The curriculum consists of a core required of all graduate students. These courses insure that each student has been exposed to a broad overview of the criminal justice system, the major theories explaining criminal behavior, basic principles of management and administration and the tools necessary to do research in the area of his special interest. The elective area is composed of courses that focus on crucial problem areas in the administration of criminal justice.

Total hours necessary for graduation: 30

### **MCJ Course Requirements**

The following courses constitute the core or required curriculum:

<i>Course</i>	<i>Credit Hours</i>
CrJu 700 — Theories of Criminal Behavior	3
CrJu 705 — Seminar in Criminal Justice	3
CrJu 710 — Research Methods and Statistics	3
CrJu 715 — Seminar in Personnel Administration	3
CrJu 720 — Seminar in Criminal Justice Management	3
CrJu 750 — Master's Research and Essay	3
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Total Credit Hours	18

The balance of 12 credit hours may be selected from the following list of elective courses:

Course	Credit Hours
CrJu 800 — Selected Problems in Criminal Justice	3
CrJu 805 — Program Planning and Evaluation	3
CrJu 810 — Criminal Justice Procedures	3
CrJu 815 — Juvenile Justice Process	3
CrJu 820 — Constitutional Law	3
CrJu 825 — Criminal Law and Procedure	3
CrJu 830 — Psychiatry and the Law	3

### Other Degree Requirements

At least 24 of the 30 hours of credit must be taken at Loyola. A student wishing to transfer degree credit must petition the faculty in criminal justice through the dean of City College for permission. Such courses must be related to the field of criminal justice.

The maximum full-time credit load per semester is 12 hours. Thus a minimum of one full academic year and one summer session is required to complete the program. Unless special permission is granted, all program requirements are to be completed within four years of the student's first registration in the program.

**MASTER'S ESSAY** — As part of the program, each student must complete, under faculty direction, an acceptable master's essay. The essay is to be a scholarly piece of work in a journal article format. The essay carries three credit hours and is intended to be the equivalent of a three credit hour course.

**COMPREHENSIVE EXAMINATION** — Each candidate for the master's degree in criminal justice must pass a written final comprehensive examination. The exam will be scheduled on the first Saturday of May, July, and December.

In general, students are advised to participate in the preregistration period each semester, although some students may find it necessary or more convenient to wait until regular registration to enroll for a particular semester. Additional information may be obtained from City College, Director of the MCJ Program.

## GRADUATION REQUIREMENTS

A student must have met all of the following requirements in order to earn the MCJ:

1. Have satisfied all general university requirements for graduation.
2. Have successfully completed the master's essay.
3. Complete all required graduate core courses and electives.
4. Have an overall grade point average of 3.0 or better in all graduate work attempted since being accepted into graduate study at Loyola.
5. Formally apply for graduation and pay all necessary graduation and university fees.

# **CRIMINAL JUSTICE GRADUATE COURSES**

## **(Subject Number: 0556)**

<b>CrJu 700</b>	<b>Theories of Criminal Behavior</b>	<b>3 cr. hrs.</b>
The course focuses on the character of conceptualization, methods and meanings in theoretical criminology with particular reference to functionalist, conflict and interactionist paradigms in criminology. Emphasis is placed on current controversial issues in theoretical criminology.		
<b>CrJu 705</b>	<b>Seminar in Criminal Justice</b>	<b>3 cr. hrs.</b>
This course is intended as an advance study of the structure and functioning of the criminal justice system in America.		
<b>CrJu 710</b>	<b>Research Methods and Statistics</b>	<b>3 cr. hrs.</b>
An introduction to research design and the application of statistical methods to research on crime and criminal justice. It includes discussions of problems in data collection, hypothesis testing, data analysis and an introduction to the use of the computer.		
<b>CrJu 715</b>	<b>Seminar in Personnel Administration</b>	<b>3 cr. hrs.</b>
An evaluation of current controversies in areas of significant change in police administration. Issues discussed include professionalism, equal opportunity and affirmative action, motivation, training, productivity and accountability of the modern police department.		
<b>CrJu 720</b>	<b>Seminar in Criminal Justice Management</b>	<b>3 cr. hrs.</b>
The management and operation of criminal justice agencies, including the police, courts, and corrections are examined in terms of their interrelationship to various public and governmental bodies. Particular attention is given to decision making, policy formation and the political process in the administration of criminal justice.		
<b>CrJu 750</b>	<b>Master's Research and Essay</b>	<b>3 cr. hrs.</b>
A continuation of selected problems in criminal justice culminating in the completion of the master's essay.		
<b>CrJu 800</b>	<b>Selected Problems in Criminal Justice</b>	<b>3 cr. hrs.</b>
Focuses on those selected problems facing the various components of the criminal justice system. This course is intended to aid the student to identify and begin to formulate his master's essay topic.		
<b>CrJu 805</b>	<b>Program Planning and Evaluation</b>	<b>3 cr. hrs.</b>
The goal of this course is to identify and understand the methods and techniques used in evaluating human services programs in the criminal justice system. The course examines the current status of evaluation activity and the fundamentals of evaluational design.		
<b>CrJu 810</b>	<b>Criminal Justice Procedures</b>	<b>3 cr. hrs.</b>
<b>CrJu 815</b>	<b>Juvenile Justice Process</b>	<b>3 cr. hrs.</b>
<b>CrJu 820</b>	<b>Constitutional Law</b>	<b>3 cr. hrs.</b>
<b>CrJu 825</b>	<b>Criminal Law and Procedure</b>	<b>3 cr. hrs.</b>
<b>CrJu 830</b>	<b>Psychiatry and the Law</b>	<b>3 cr. hrs.</b>

# EDUCATION

*CHAIRWOMAN:* Mary C. Fitzgerald, M.Ed.      *OFFICE:* Seton Building  
*ASSOCIATE PROFESSORS:* Alvin J. Aubry, Lorynne D. Cahn, Mary C. Fitzgerald, Glenn Hymel, Octavia M. Jones, Hilda C. Smith

The department of education offers advanced courses to members of the teaching profession for the purpose of understanding and analyzing the fundamental problems involved in the work of teaching, to acquire proficiency in the techniques of such understanding and analysis, and to become acquainted with the attempts of others toward the solution of these problems.

It is designed to offer preparation for the positions of elementary and secondary principals, supervisors, media center administrators, guidance counselors, and reading specialists in public, parochial, and private schools, and for advanced preparation for elementary and secondary teachers.

The university has been approved by the Louisiana State Board of Elementary and Secondary Education for teacher education.

Please be advised that state requirements for certification are determined by the State Department of Education. The program advisors should be consulted for information on current requirements. Note also that only course requirements for certification may be met through Loyola University.

## ADMISSION TO CANDIDACY

The department offers courses of instruction leading to the degree of Master of Education for properly qualified students who have been admitted to degree candidacy.

Candidacy is granted during the fourth week of each semester and the summer session.

The student must file a formal petition to the departmental Graduate Studies committee two weeks after the beginning of the semester or summer session in which he is eligible to be considered for degree candidacy on the basis of items listed below:

1. He must have received the bachelor's degree from a recognized college or university with a major in education, with all upper division work in education with a grade of B or better.

**or**

He must have received the bachelor's degree from a recognized college or university in a program other than education and have no less than 15 undergraduate hours in education taken either as an undergraduate or as a graduate student prior to enrolling in graduate education courses.

**or**

He must take and have an acceptable score on the commons section of the National Teacher Examination.

2. He must have completed not less than 12 credit hours nor more than 15 credit hours in graduate education courses with a minimum GPA of 3.0; of these hours, nine shall consist of credit in the core courses.
3. He must be currently registered for credit at Loyola.
4. He must take and have an acceptable score on the Miller Analogies Test.

Appropriate recommendations will be made by the Graduate Studies committee to the director of graduate studies as a result of this review.

Degree candidates will be so notified and such notification will become a part of their permanent record.

Students not admitted to candidacy will be informed of their deficiency(ies). Removal of these deficiencies under the direction of the program advisor must take place within one semester. The student is to reapply for degree candidacy at the end of this semester.

## **COURSE REQUIREMENTS**

The candidate must complete a total of at least 33 credit hours of graduate work, including the work earned prior to his admission to degree candidacy. A course in which the student has earned a grade of D or F cannot be counted toward the completion of the 33 hour requirement, but is used in determining the grade point average.

A degree candidate who obtains a C or lower grade in any course is automatically placed on probation and his status is subject to review by the Graduate Studies committee.

## **COMPREHENSIVE EXAMINATION**

Comprehensive written examinations covering philosophy of education, and the major field of work shall be passed by the candidate upon completion of his course work. Comprehensive examinations are scheduled in December, May, July, and August. Within the first four weeks of the semester in which the degree candidate will complete the course requirements, he must file a formal petition requesting permission to schedule the comprehensive examinations. Degree candidates are not allowed to take the comprehensives until the course requirements are completed.

When performance on either comprehensive examination is not satisfactory, the candidate is required to reschedule that section of the examination. The examination must take place no sooner than the time regularly scheduled for the next comprehensive examination. The Graduate Studies committee may elect to require an oral examination in addition to the written comprehensive examination.

## **COURSE PROGRAM**

The student's program is planned with his advisor from the full curriculum of graduate courses. A minimum of 18 hours must be completed in one specific area. The areas of specialization include the following: elementary and secondary administration and supervision, elementary guidance and secondary guidance, reading, and educational media. This pro-

gram is subject to the approval of the Graduate Studies committee of the department of education.

The program will include the following core courses, which are to be taken in residence at the beginning of the program. The student is to consult the program advisor concerning the sequence of courses to be taken in each program.

Educ 700 — Philosophy of Education

Educ 705 — Statistics in Education

Educ 710 — Methodology of Educational Research

A student who wishes to take courses at another institution (within the six hour transfer credit limit) must obtain *prior* approval from the Graduate Studies committee.

A student who is employed full-time may schedule a maximum of six hours per semester. A student who is employed part-time may schedule a maximum of nine hours per semester. Those full-time students who do not work may schedule a maximum of 12 hours per semester.

## **MASTER OF EDUCATION IN GUIDANCE AND COUNSELING**

**PROGRAM ADVISOR:** Octavia Jones, Ph.D.

As a professional educator with practical experience in the classroom, a future school guidance counselor should have already acquired a thorough understanding of all aspects of human development and should be reasonably familiar with the educational setting in which he will work. In addition to this basic preparation, the program for school service personnel in the area of guidance and counseling seeks to fulfill the following specific objectives in training school guidance counselors by assisting each candidate to understand the philosophy of guidance as an integral function in the educational process; to obtain a thorough knowledge of the basic concepts, principles, methods, procedures, and techniques of guidance and counseling; and to become duly certified, competent guidance counselors adequately prepared and completely qualified to implement in the educational setting the knowledge and skills acquired.

The degree program for students specializing in the area of guidance and counseling, exclusive of standards for state certification, prescribes that each student obtain, in addition to the nine-hour core requirements, a minimum of 18 credit hours including EdGC 860, from among the list of program offerings submitted below. The other six hours of credit needed to make the total of 33 credit hours for the master's degree may be elective courses.

A student may fulfill the State of Louisiana coursework requirements for certification as a guidance counselor in the elementary school by completing the seven courses for a total of 21 credit hours of credit in the following recommended sequence:

EdGC 835 — Principles and Administration of Elementary

School Guidance

3 cr. hrs.

EdGC 840 — Analysis of the Elementary School Pupil

3 cr. hrs.

EdGC 845 — Orientation to the World of Work	3 cr. hrs.
EdGC 860 — Counseling Theory and Practice	3 cr. hrs.
EdGC 850 — Group Processes in the Elementary School	3 cr. hrs.
EdGC 865 — Practicum in Guidance: Elementary	3 cr. hrs.

(The following course may be taken at any time)

EdGC 855 — Advanced Child Psychology: Child Growth and Development	3 cr. hrs.
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A student may fulfill the State of Louisiana coursework requirements for certification as a guidance counselor in the secondary school by completing the seven courses for a total of 21 credit hours in the following recommended sequence:

EdGC 800 — Principles and Administration of Guidance	3 cr. hrs.
EdGC 805 — Analysis of the Individual	3 cr. hrs.
EdGC 810 — Vocational Guidance	3 cr. hrs.
EdGC 815 — Educational and Occupational Information	3 cr. hrs.
EdGC 860 — Counseling Theory and Practice	3 cr. hrs.
EdGC 825 — Group Processes	3 cr. hrs.
EdGC 833 — Practicum in Guidance	3 cr. hrs.

## MASTER OF EDUCATION IN READING

**PROGRAM ADVISOR:** Lorynne Cahn, M.Ed.

The ability to read draws the line between the person who has an essential tool to develop his potential and the person who, by necessity, remains isolated from much of the world. The department, therefore, has committed its resources to equipping teachers with the means for diagnosis and remediation of reading difficulties. The courses in methods, practicum, and lab experiences constitute the Loyola Reading Clinic offered each summer for children with reading problems. The clinic provides an intense practical experience for the student while it renders a valuable service to the community.

In addition to the core requirements for the master's program, all M.Ed. students concentrating in the field of reading will be required to complete the following courses for a total of 18 credit hours.

EdRe 705 — Language Development	3 cr. hrs.
EdRe 820 — Reading Foundations	3 cr. hrs.

EdRe 825 — Theory of Causes, Diagnosis, and Remediation of Reading Difficulties	3 cr. hrs.
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EdRe 840 — Laboratory Experiences Related to Reading Difficulties	3 cr. hrs.
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**Either**

EdRe 830 — Applied Methods of Diagnosis and Correction of Reading Difficulties, Elementary	3 cr. hrs.
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EdRe 845 — Practicum in Treatment of Reading Difficulties, Elementary	3 cr. hrs.
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<b>or</b>	
EdRe 835 — Applied Methods of Diagnosis and Correction of Reading Difficulties, Secondary	3 cr. hrs.

EdRe 850 — Practicum in Treatment of Reading Difficulties,  
Secondary

3 cr. hrs.

### Suggested Electives in the Field

EdRe 700 — Characteristics of the Learning Disabled	3 cr. hrs.
Educ 800 — Advanced Psychology at Adolescence	3 cr. hrs.
Educ 805 — Advanced Educational Psychology	3 cr. hrs.
EdGC 805 — Analysis of the Individual	3 cr. hrs.
EdGC 840 — Analysis of the Elementary School Pupil	3 cr. hrs.
EdGC 855 — Advanced Child Psychology: Child Growth and Development	3 cr. hrs.

Students may meet course requirements for state certification as reading specialists through this program.

## MASTER OF EDUCATION IN ADMINISTRATION

*PROGRAM ADVISOR:* Alvin J. Aubry, Ed.D.

Graduate courses in administration and supervision provide experiences that enable the student to gain an understanding of the processes of administration and supervision in our changing society; likewise, the important role the principal plays in securing high quality education. The courses further examine the methods of operation for effective leadership and thus the student becomes better acquainted with the implication of leadership as well as the power structures, crucial issues, and the current problems involved in school administration and supervision.

In addition to the nine-hour core requirements of the master's program, 18 hours of courses in the field of administration and supervision are required.

### Required Courses

EdAd 800 — Elementary and Secondary School Administration	3 cr. hrs.
EdAd 805 — Elementary and Secondary School Supervision	3 cr. hrs.
EdAd 840 — The Principalship	3 cr. hrs.
EdAd 810 — Supervision: Instructional Design	3 cr. hrs.
EdAd 850 — Supervision: School Curriculum	3 cr. hrs.

### Suggested Electives in the Field

EdAd 845 — Supervision of Student Teachers	3 cr. hrs.
EdAd 815 — School Administration: Financing Public Education	3 cr. hrs.
EdAd 820 — School Administration: Legal Foundations and Problems	3 cr. hrs.
EdAd 825 — Organization and Administration of Public Education in the United States	3 cr. hrs.
EdAd 830 — Issues in the Middle School and in the Junior High School	3 cr. hrs.
EdAd 835 — School Supervision: Innovations in Education	3 cr. hrs.

For certification of parish or city school supervisor or school principal, in addition to the teaching certificate and successful teaching experience, the State of Louisiana requires a master's degree from a regionally-accredited institution, including twelve semester hours of professional education at the graduate level.

## MASTER OF EDUCATION IN ELEMENTARY EDUCATION SECONDARY EDUCATION

The Master of Education in Elementary Education and the Master of Education in Secondary Education are being discontinued. No new students are being accepted into either field. See pages 39-40 of the Graduate Bulletin, 1977-79 for program descriptions.

## ENGLISH AS A SECOND LANGUAGE

*PROGRAM ADVISOR:* Mary C. Fitzgerald, M.Ed.

In September, 1978, Loyola University received approval from the Louisiana Board of Secondary and Elementary Education to offer graduate courses in the field of English as a Second Language (ESL) for a three-year period. This sequence of courses, if completed, may lead to certification as an ESL specialist. The last sequential curriculum in this area was initiated in Spring 1979, thereby permitting students who entered the program at that time to complete the requirements before the end of the approval period (Summer 1981). Students interested in taking some courses in the curriculum should contact the program advisor.

The following courses are offered through the ESL pilot program:

Educ 725 — Introduction to Culture and Language	3 cr. hrs.
Educ 730 — Linguistic Principles and Methods of Teaching Students for Whom English Is a Second Language	3 cr. hrs.
Educ 732 — Advanced Methods and Materials of Teaching Students for Whom English Is a Second Language	6 cr. hrs.
Educ 734 — Seminar in Language: Acquisition and Structure	3 cr. hrs.
Educ 736 — Studies in Bi-Lingualism and ESL Curriculum Development and Supervision	3 cr. hrs.
Educ 738 — Linguistics and the Teaching of Reading	3 cr. hrs.
Educ 740 — Reading/Language Laboratory Clinic	3 cr. hrs.

# **EDUCATION GRADUATE COURSES**

## **ELEMENTARY EDUCATION (Subject Number: 0208)**

<b>EdEl 898</b>	<b>Research Project</b>	<b>ARR.</b>
Prior Course Number: Educ 606-607. Individual research experiences in problematic areas of contemporary elementary education.		

## **EDUCATION — MEDIA (Subject Number: 0209)**

<b>EdMe 898</b>	<b>Research Project</b>	<b>3 cr. hrs.</b>
Prior Course Number: Educ 661, 662. Individual research in educational media.		

## **EDUCATION — GUIDANCE AND COUNSELING (Subject Number: 0210)**

<b>EdGC 800</b>	<b>Principles and Administration of Guidance</b>	<b>3 cr. hrs.</b>
Prior Course Number: Educ 670. Survey of the history, nature, purpose, function, principles, and practices of organized guidance in our educational system.		

<b>EdGC 805</b>	<b>Analysis of the Individual</b>	<b>3 cr. hrs.</b>
Prior Course Number: Educ 671. A survey of the educational measurement movement. The principles and techniques of constructing and improving teacher made tests; an appraisal of intelligence, aptitude, achievement and interest tests relative to their validity, reliability, administration and interpretation.		

<b>EdGC 810</b>	<b>Vocational Guidance</b>	<b>3 cr. hrs.</b>
Prior Course Number: Educ 672. Required for counselors in secondary schools.		

<b>EdGC 815</b>	<b>Educational and Occupational Information</b>	<b>3 cr. hrs.</b>
Prior Course Number: Educ 674. A study of various types of published information and multisensory materials, various occupational classification systems, methods of collecting, evaluating and using occupational information. Required for counselors in secondary schools.		

<b>EdGC 825</b>	<b>Group Process</b>	<b>3 cr. hrs.</b>
Prior Course Number: Educ 676. The nature, importance, and types of group guidance in a guidance program; an intensive study of the contents, materials, and techniques utilized in group guidance. Required for counselors in secondary schools.		

<b>EdGC 830</b>	<b>Consultation</b>	<b>3 cr. hrs.</b>
Prior Course Number: Educ 677. This course is designed to develop competencies based on theoretical and practical experiences of a consultative nature. The focus is on theory, models and the process of consultation.		

<b>EdGC 833</b>	<b>Practicum in Guidance</b>	<b>3 cr. hrs.</b>
Prior Course Number: Educ 679. Prerequisite: Permission of instructor. Required for counselors in secondary schools. A planned program of supervised field experiences in a work setting similar to that in which the individual expects to function as a counselor. Trainees will perform increasingly complex guidance and counseling func-		

tions as they are judged competent to do so in consultation with supervisory staff. Practice in group and individual counseling will be reviewed through video and audio tapes.

<b>EdGC 835</b>	<b>Principles of Elementary School Guidance</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 680. Required for counselors in elementary schools. See description EdGC 800.	
<b>EdGC 840</b>	<b>Analysis of the Elementary School Pupil</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 681. Required for counselors in elementary schools. See description EdGC 805.	
<b>EdGC 845</b>	<b>Orientation to the Work World</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 684. Required for counselors in elementary schools. See description for EdGC 815.	
<b>EdGC 850</b>	<b>Group Process in the Elementary School</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 686. Required for counselors in elementary schools. See description for EdGC 825.	
<b>EdGC 855</b>	<b>Advanced Child Psychology: Child Growth and Development</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 687. A thorough study of child behavior from birth through the elementary school age with reference to the recognition and development of the various traits of personality prior to puberty. Required for counselors in elementary schools.	
<b>EdGC 860</b>	<b>Counseling Practice and Theory</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 675. Theories and techniques of counseling with consideration given to the principles, practice, tools, problems and evaluating of counseling. Required for counselors in secondary and elementary schools.	
<b>EdGC 865</b>	<b>Practicum in Guidance: Elementary</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 689. Prerequisite: Permission of instructor. Required for counselors in elementary schools. See description for EdGC 833.	
<b>EdGC 898</b>	<b>Research in Guidance</b>	<b>ARR.</b>
	Prerequisite: Permission of instructor is required.	

## **EDUCATION — READING (Subject Number: 0211)**

<b>EdRe 700</b>	<b>Characteristics of Learning Disabled</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 547. Presents the various professional approaches used in understanding the child who has great difficulty in learning but is apparently normal intellectually. Emphasis is upon the recognition, understanding and remediation of various forms of learning disabilities.	
<b>EdRe 710</b>	<b>Laboratory Experience of Learning Disabilities</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 550. Prerequisite: Permission of instructor. Must be taken in conjunction with Educ 810.	
<b>EdRe 797</b>	<b>Methods/Practicum in Learning Disabilities</b>	<b>6 cr. hrs.</b>
	Prior Course Number: Educ 549. Prerequisite: Permission of instructor required. Lecture-practicum for teachers of the learning disabled. Stresses diagnosis and methods for correction of learning disabilities. Practicum provides an opportunity to work under supervision with children with learning disabilities.	

<b>EdRe 820</b>	<b>Reading Foundations</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 640. A foundation course designed to explore the skills to be developed in a reading program, the grade-placement of these skills, and methods for developing efficiency in the application and usage of these skills.	
<b>EdRe 825</b>	<b>Theory of Reading Difficulties</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 641. A course to give the classroom teacher, administrator and reading specialist insight concerning the problems related to learning disabilities. Utilizing clinical experience with children for increasing reading efficiency will be emphasized.	
<b>EdRe 830</b>	<b>Applied Methods of Diagnosis and Correction of Reading Difficulties, Elementary</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 642. Methods of diagnosis and correction of reading problems at the elementary level. Developmental reading programs are studied. Emphasis is placed upon analysis and implementation of current curriculum materials as well as standardized and teacher made tests.	
<b>EdRe 835</b>	<b>Applied Methods of Diagnosis and Correction of Reading Difficulties, Secondary</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 644. Methods of diagnosis and correction of reading problems at the secondary level. Developmental reading programs are studied. Emphasis is placed upon analysis and implementation of current curriculum materials as well as standardized and teacher made tests.	
<b>EdRe 840</b>	<b>Laboratory Experience in Reading Difficulties</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 646. Must be taken in conjunction with EdRe 830 and 897 or EdRe 835 and 897.	
<b>EdRe 845</b>	<b>Practicum in Treatment of Reading Difficulties, Elementary</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 643. Reading clinic provides opportunity to work under supervision with children who have reading and learning difficulties.	
<b>EdRe 850</b>	<b>Practicum in Treatment of Reading Difficulties, Secondary</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 645. Reading clinic provides opportunity to work under supervision with children who have reading and learning difficulties.	
<b>EdRe 898</b>	<b>Research in Reading</b>	<b>ARR.</b>
	Prior Course Number: Educ 647. Prerequisite: Permission of instructor.	

## **SECONDARY EDUCATION (Subject Number: 0212)**

<b>EdSe 898</b>	<b>Research Project</b>	<b>ARR.</b>
	Individual research related to an analysis of the problems and issues of secondary education today and to an appraisal of the proposals for suggested changes and improvements in secondary education.	

# **EDUCATION — ADMINISTRATION**

## **(Subject Number: 0213)**

- EdAd 800 Elementary and Secondary School Administration 3 cr. hrs.**  
Prior Course Number: Educ 620. Principles, policies, practices and problems of elementary and secondary school administration; the role functions of elementary and secondary school principals; the improvement of pupil discipline and school-community relations.
- EdAd 805 Elementary and Secondary School Supervision 3 cr. hrs.**  
Prior Course Number: Educ 621. Principles, policies, and problems of elementary and secondary school supervision, in service education of teachers; replacement or modification of the assign-study-recite-test scheme of teaching by more modern and defensible teaching techniques.
- EdAd 810 Supervision: Instructional Design 3 cr. hrs.**  
Prior Course Number: Educ 630. This course addresses itself to the examination and applications of the systems approach in the planning, implementation and evaluation of instructional procedures.
- EdAd 815 School Administration: Financing Public Education 3 cr. hrs.**  
Prior Course Number: Educ 624. The development of public support of education in the United States; the role of federal, state, and local government in financing education; principles, practices, and problems relative to the sources; distribution and expenditure of public funds.
- EdAd 820 School Administration: Legal Problems 3 cr. hrs.**  
Prior Course Number: Educ 625. Principles of law as found in constitutional provisions, typical statutes and decisions of cases as they affect education are examined in this course from the viewpoint of governing bodies, administrators, educators, students and those responsible for them.
- EdAd 825 Organization and Administration of Public Education in the United States 3 cr. hrs.**  
Prior Course Number: Educ 626. The scope and sequence of American public education; The role of the federal government, state government and local school districts in American public education; problems, responsibilities and activities of the public school teachers.
- EdAd 830 Issues in the Middle School and Junior High School 3 cr. hrs.**  
Prior Course Number: Educ 627. The purpose of the course is to offer administrative experiences for planning organizational structure and to provide concrete examples of how to initiate, operate and evaluate the middle school and junior high school.
- EdAd 835 School Supervision: Innovations in Education 3 cr. hrs.**  
Prior Course Number: Educ 628. This course deals with the philosophy, organization, and supervision of innovative schools. Included in this instructional program will be team-teaching, non-graded classes and individualized instruction.

<b>EdAd 840</b>	<b>The Principalship</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 629. The purpose of the course is to offer individuals interested in the administrative procedures of elementary or secondary schools the policies, practices, responsibilities, interpretation and supervisory direction to be used in effective operation of a school.	
<b>EdAd 845</b>	<b>Supervision of Student Teachers</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 623. Role of the supervising teacher in student teaching. For those teaching who are interested in supervising elementary or secondary student teachers.	
<b>EdAd 850</b>	<b>Supervision: School Curriculum</b>	<b>3 cr. hrs.</b>
	This course represents a multi-dimensional examination of curriculum at the elementary and secondary school levels. More specifically, attention is devoted to the following areas: philosophical, historical, psychological, and socio-cultural determinants of curriculum; current curriculum themes at the elementary and secondary school levels.	
<b>EdAd 898</b>	<b>Research in Administration</b>	<b>ARR.</b>
	Prior Course Number: Educ 622. A research activity in school administration or supervision for advanced graduate students with the permission of the advisor.	

## **EDUCATION — GENERAL (Subject Number: 0214)**

<b>Educ 700</b>	<b>Philosophy of Education</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 500. A brief study of the major philosophies, including contemporary movements, which affect educational thought.	
<b>Educ 705</b>	<b>Statistics in Education</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 501. Prerequisite: Should be taken before Educ 710. The computation, use and understanding of frequency distributions, measures of central tendency, measures of variability, normal curve, correlation and statistical inference as applied to education and as found in educational literature.	
<b>Educ 710</b>	<b>Methodology of Educational Research</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 502. An extensive study of the methods and tools of educational research with emphasis upon student applications.	
<b>Educ 720</b>	<b>Urban Education</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Educ 512. This course presents the unique aspects of education on urban societal structure. Emphasis is placed on the development of appropriate objectives and teaching techniques.	
<b>Educ 725</b>	<b>An Introduction to Culture and Language</b>	<b>3 cr. hrs.</b>
	This course is a survey of cultural characteristics and specific language features. Attention is given to sound systems and to linguistic and sociological differences between cultures.	
<b>Educ 730</b>	<b>Linguistic Principles and Methods of Teaching Students for Whom English Is a Second Language</b>	<b>3 cr. hrs.</b>
	The methods of teaching ESL are introduced and the linguistic basis of each is explored. American English phonology, contrastive analysis, and the basic language theories are studied in relation to ESL methodology.	

<b>Educ 732</b>	<b>Advanced Methods and Materials of Teaching Students for Whom English Is a Second Language</b>	<b>6 cr. hrs.</b>
The workshop format of this course allows for extensive practice of the methods introduced in Educ 730, with attention to the adapting of TESL methods and materials to individual student needs. Error analysis and procedures of diagnosis/prescription in language teaching (both essential TESL techniques) are coordinated with classroom management skills. Each participant will complete a materials-resource file and be required to demonstrate competent teaching techniques in at least one of the generally accepted approaches to ESL teaching.		
<b>Educ 734</b>	<b>Seminar in Language: Acquisition and Structure</b>	<b>3 cr. hrs.</b>
The theories of language acquisition and development in children and adults are explored in depth, as described in current linguistic/psycholinguistic research. The history of the development of descriptive linguistics (modern or generative grammar in particular) is studied with specific emphasis on recent language structure research and its value to the ESL teacher in all areas of ESL students.		
<b>Educ 736</b>	<b>Studies in Bi-lingualism and ESL Curriculum Development and Supervision</b>	<b>3 cr. hrs.</b>
Coordinating ESL programs and bi-lingual/bi-cultural programs and other areas of learning is the focus of this course. The areas surveyed and evaluated include (1) national and local bi-lingual/bi-cultural programs, (2) multi-ethnic studies programs, (3) development of multi-ethnic materials, especially ESL readers and teacher-made materials, and (4) integration of ESL programs with other areas of learning in the school curriculum.		
<b>Educ 738</b>	<b>Linguistics and the Teaching of Reading</b>	<b>3 cr. hrs.</b>
The contributions of psycholinguistics to the development of techniques and approaches in reading instruction and testing will be studied with special emphasis on the teaching of reading to ESL students (1-12).		
<b>Educ 740</b>	<b>Reading/Language Laboratory Clinic</b>	<b>3 cr. hrs.</b>
This clinic, which must be taken in conjunction with Educ 738, gives each participant the opportunity to work under supervision and guidance in an ESL reading/language lab setting. Emphasis will be on appropriate use of lab machinery and on developing aptitude in working with ESL students in a lab environment.		
<b>Educ 750</b>	<b>Institute for Religious Communications I</b>	<b>3 cr. hrs.</b>
Prior Course Number: Educ 563.		
<b>Educ 751</b>	<b>Institute for Religious Communications II</b>	<b>3 cr. hrs.</b>
Prior Course Number: Educ 564.		
<b>Educ 800</b>	<b>Advanced Psychology of Adolescence</b>	<b>3 cr. hrs.</b>
Prior Course Number: Educ 603. A thorough study of the adolescent personality through the analysis of physical, emotional, social, motivational, intellectual, and volitional development; changes, behavioral characteristics, basic problems, and adjustments.		
<b>Educ 805</b>	<b>Advanced Educational Psychology</b>	<b>3 cr. hrs.</b>
Prior Course Number: Educ 604. A study of the nature of learning and the learning process with emphasis on a critical examination and evaluation of various theories of learning: the factors affecting learning.		
<b>Educ 810</b>	<b>Instructional Design</b>	<b>3 cr. hrs.</b>
See EdAd 810.		



# MUSIC

*DEAN AND GRADUATE CHAIRMAN:* David P. Swanzey, Ph.D.

*PROFESSORS:* Charles E. Braswell, Elise Cambon, Patrick McCarty, Clement McNaspy, S.J., David Swanzey.

*ASSOCIATE PROFESSORS:* Arthur G. Cosenza, Joseph Hebert, Janet S. Martin, Esther M. Olin, Ronald Stoffel, Larry Wyatt.

*ASSISTANT PROFESSORS:* Anthony A. Decuir, Richard Greene, William P. Horne, Jackson McCracken, John Murphy.

*INSTRUCTORS:* John Mahoney, Robert Sheppard, Roger Rideout.

The College of Music offers three graduate degrees: the Master of Music in applied music (voice, piano, organ, harpsichord, woodwind, brass, percussion or stringed instruments); the Master of Music Education; and the Master of Music in Music Therapy.

The Master of Music degree is designed for students who wish to become professional performers or accompanists, or who wish to teach applied music at an advanced level.

The Master of Music Education degree is designed primarily for members of the elementary or secondary teaching professions. The intent of the degree is the development of professional leadership capabilities.

The Music Therapy department offers a program of graduate study designed to provide students with the opportunities to achieve advanced professional, behavioral and musical knowledge. In addition, techniques of scholarly writing and research are emphasized.

## ADMISSION

Admission to graduate studies allows the student to enroll for graduate courses but does not ensure that the student will be accepted as a degree candidate. Admission application should be addressed to university admissions. Applicants should also consult with the dean's office of the College of Music.

## ADMISSION TO CANDIDACY

To be admitted to candidacy for a particular degree program, the applicant must satisfy the following requirements:

### Master of Music

- a. Bachelor of music degree (or equivalent) from a recognized institution. Students holding music degrees with majors other than applied music also may pursue this degree, provided that competencies normally expected of the bachelor of music graduate are in evidence.
- b. Completion of 12 credit hours of graduate course work with a minimum grade point average of 3.0.

- c. Completion of the undergraduate program test. This test is to be taken prior to or during the first semester of enrollment. The test is administered by the chairman, department of theory and composition. Test results are to be sent to the Chairman of the Graduate Program, College of Music.
- d. Audition on the major instrument and a piano proficiency examination.
- e. Applicants not meeting graduate standards as cited above will be required to make up deficiencies. Deficiencies may be removed by examination or by completion of the appropriate undergraduate courses with a grade of B or higher.

### **Master of Music Education**

- a. Bachelor of Music Education degree (or equivalent) and teacher certification in the State of Louisiana.
- b. Completion of 12 credit hours of graduate course work with a minimum grade point average of 3.0.
- c. Completion of the Miller Analogies Test. This test is administered by the department of education. For dates and times of testing, call the education department (865-3540).
- d. Completion of the undergraduate program test. This test is to be taken prior to or during the first semester of enrollment. The test is administered by the chairman, department of theory and composition. Test results are to be sent to the Chairman of the Graduate Program, College of Music.
- e. Audition in the primary area of performance. For the audition, consult the chairman, department of applied music.

### **Master of Music in Music Therapy**

- a. Bachelor of Music Therapy degree (or equivalent).
- b. Psychological evaluation.
- c. Completion of the Miller Analogies test. This test is administered by the department of education. For dates and times of testing, call the education department (865-3540).
- d. Completion of 12 credit hours of graduate course work with a minimum grade point average of 3.0.
- e. Functional music proficiency. Consult the chairman, department of music therapy.

## **POLICIES**

Policies pertaining to graduate study in the College of Music are set forth in a document entitled "Instructions for Graduate Students, College of Music," available from the Office of the Dean, College of Music.

## **RESIDENCE**

Graduate degrees offered by the College of Music require a minimum of one semester, or its equivalent in summer terms, as a full-time

student. Ordinarily, two summer terms will be interpreted as meeting this minimum requirement. A student may enroll for a maximum of 13 credit hours during the regular term and a maximum of nine credit hours during the summer session. A full-time teacher who wishes to take courses during the regular term may enroll for a maximum of six hours per semester.

## MASTER OF MUSIC

The Master of Music in applied music consists of a minimum of 32 credit hours in advanced and graduate courses in the following areas:

I.	Applied Music	14-16 cr. hrs.
Required Courses:		
	MuPr 0405 712 — Applied Study: Individual	6 cr. hrs.
	MuPr 0405 810-811 — Recital, Recital Document	6 cr. hrs.
Remaining hours are to be composed of 2-4 hours of ensemble. Two credit hours of ensemble must be in the major ensemble appropriate to the performing specialty. An additional two credit hours of ensemble may be taken in a major or chamber ensemble.		
	MuPr 0405 817-818-819 — Ensemble	2-4 cr. hrs.
II.	Cognate Studies	12 cr. hrs.
Selected from following:		
	MuTh 0403 802 — Pedagogy of Theory	3 cr. hrs.
	MuTh 0403 806 — Advanced Scoring	3 cr. hrs.
	MuTh 0403 808 — Style Analysis I	3 cr. hrs.
	MuTh 0403 809 — Style Analysis II	3 cr. hrs.
	MuTh 0403 810 — Composition	3 cr. hrs.
	MuGr 0404 701 — Seminar in Research	3 cr. hrs.
	MuPr 0405 709 — Advanced Instrumental Conducting	3 cr. hrs.
	MuPr 0405 711 — Advanced Choral Conducting	3 cr. hrs.
	MuHL 0407 705 — Music History — Medieval-Renaissance	3 cr. hrs.
	MuHL 0407 706 — Music History — Baroque	3 cr. hrs.
	MuHL 0407 707 — Music History — Classical	3 cr. hrs.
	MuHL 0407 708 — Music History — Romantic	3 cr. hrs.
	MuHL 0407 709 — Music History — Contemporary	3 cr. hrs.
	MuHL 0407 804 — Solo Vocal Literature	3 cr. hrs.
	MuHL 0407 805 — Choral Literature	3 cr. hrs.
	MuHL 0407 806 — Guitar Literature	3 cr. hrs.
	MuHL 0407 807 — Opera Literature	3 cr. hrs.
	MuHL 0407 808 — Keyboard Literature I	3 cr. hrs.
	MuHL 0407 809 — Keyboard Literature II	3 cr. hrs.
	MuHL 0407 810 — Orchestral Literature	3 cr. hrs.
	MuPd 0408 705 — Keyboard Pedagogy	3 cr. hrs.
	MuPd 0408 706 — Vocal Pedagogy	3 cr. hrs.
	MuPd 0408 707 — String Pedagogy	3 cr. hrs.
	MuPd 0408 708 — Woodwind Pedagogy	3 cr. hrs.
	MuPd 0408 709 — Brass Pedagogy	3 cr. hrs.

MuPd 0408 710 — Choral Pedagogy	3 cr. hrs.
MuPd 0408 711 — Guitar Pedagogy	3 cr. hrs.
III. Electives	4-6 sem. hrs.
Electives may be chosen from the above or other graduate music course offerings. With the approval of the Chairman of the Graduate Program of the College of Music, students may take courses outside the College of Music to fulfill elective requirements.	

IV. In addition to the recital and recital document, the candidate must successfully complete written and oral comprehensive examinations.

## MASTER OF MUSIC EDUCATION

The candidate for the Master of Music Education degree may select one of three different degree tracks which are described below.

Track I — This program is intended for the student interested in research and considering doctorate study. The degree requires a total of 30 credit hours, 3-4 of which are for the purpose of writing a thesis. An oral examination in defense of the thesis is required.

Track II — This program is intended for the candidate with strong emphasis and ability in performance. Requirements may be fulfilled by 36 credit hours of course work, six hours of which will be awarded for a recital with accompanying recital document.

Track III — This program offers the candidate the opportunity to fulfill his degree requirements by completing 36 credit hours of course work followed by written and oral examinations. In addition, he must display certain proficiencies, these being determined by the area of emphasis.

The selection of the proper track for a particular individual will be determined by the student in consultation with his advisor. This may be done after the completion of approximately 12 credit hours.

Courses are elected from the following areas:

I. Music Education	10-18 cr. hrs.
Required Courses:	
MuEd 0401 700 — Organization of School Music	3 cr. hrs.
MuGn 0404 701 — Seminar in Research	1 cr. hr.
MuGn 0404 810 — Thesis	ARR
Courses may be elected from the following to complete the required 10-15 hours:	
MuEd 0401 898 — Research in Music Education	3 cr. hrs.
MuGn 0404 406* — Psychology of Music I	3 cr. hrs.
MuGn 0404 740 — Music in Society	3 cr. hrs.
MuGn 0404 799 — Independent Study	ARR
MuPd 0408 707 — String Pedagogy	3 cr. hrs.
MuPd 0408 708 — Woodwind Pedagogy	3 cr. hrs.

\*Students may take a maximum of six hours of 400 level (undergraduate) courses which may apply to the graduate degree.

MuPd 0408 709 — Brass Pedagogy	3 cr. hrs.
MuPd 0408 710 — Choral Pedagogy	3 cr. hrs.
<b>II. General Music</b>	<b>9-17 cr. hrs.</b>
To be selected from courses such as the following:	
MuTh 0403 802 — Pedagogy of Theory	3 cr. hrs.
MuTh 0403 806 — Advanced Scoring	3 cr. hrs.
MuTh 0403 808-809 — Style Analysis I and II	3-6 cr. hrs.
MuPr 0405 709 — Advanced Instrumental Conducting	3 cr. hrs.
MuPr 0405 711 — Advanced Choral Conducting	3 cr. hrs.
MuPr 0405 712 — Applied Study: Individual	2-4 cr. hrs.
MuPr 0405 810-811 — Recital, Recital Document	6 cr. hrs.
MuPr 0405 817-818-819 — Ensembles	1-2 cr. hrs.
MuHL 0407 805 — Choral Literature	3 cr. hrs.
MuHL 0407 810 — Orchestral Literature	3 cr. hrs.
<b>III. Education</b>	<b>3-9 cr. hrs.</b>
To be selected from courses such as the following:	
Philosophy of Education	3 cr. hrs.
Statistics in Education	3 cr. hrs.
Preparation of Audio Visual Teaching Materials	3 cr. hrs.
Advanced Educational Psychology	3 cr. hrs.
Advanced Psychology of Adolescence	3 cr. hrs.
Advanced Child Psychology	3 cr. hrs.

## MASTER OF MUSIC IN MUSIC THERAPY

The Master of Music in Music Therapy consists of a minimum of 30 credit hours chosen from the following:

<b>I. Required Courses</b>	
MuTy 0402 716 — Music Therapy VI	3 cr. hrs.
MuTy 0402 816 — Music Therapy VII	3 cr. hrs.
MuTy 0402 817 — Music Therapy VIII; or Experimental Design (Psychology)	3 cr. hrs.
MuGn 0404 707 — Psychology of Music II	2 cr. hrs.
MuGn 0404 810 — Thesis	ARR.
<b>II. Electives I</b>	
MuTh 0403 802 — Pedagogy of Theory	3 cr. hrs.
MuTh 0403 806 — Advanced Scoring	3 cr. hrs.
MuPr 0405 712 — Applied Study: Individual	2-4 cr. hrs.
MuHL 0407 810 — Orchestral Literature	3 cr. hrs.
MuPd 0408 710 — Choral Pedagogy	3 cr. hrs.
<b>III. Electives II</b>	
*Personality Theory	3 cr. hrs.

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\*Six hours of 300 level (undergraduate) courses may be elected to apply to the graduate degree. An additional three hours of senior level psychology may be taken to fulfill requirements for electives II.

Psychopathology	3 cr. hrs.
Advanced Psychology of Adolescence	3 cr. hrs.
Principles and Administration of Guidance	3 cr. hrs.
Advanced Child Psychology	3 cr. hrs.

In addition to the required or core courses, a minimum of five hours must be selected from subjects similar to those listed in Electives I, and a minimum of nine hours selected from subjects similar to those listed in Electives II. A comprehensive oral examination, including defense of the thesis, is required for graduation.

## MUSIC GRADUATE COURSES

### MUSIC EDUCATION (Subject Number: 0401)

<b>MuEd 700</b>	<b>Organization of School Music</b>	<b>3 cr. hrs.</b>
Prior Course Number: Mus 551. Music education: its historical development, position in general educational philosophy and psychology, its place in school curricula, recent trends; criteria for evaluation of activities, courses, materials and methods in a balanced school-music program.		

<b>MuEd 898</b>	<b>Research in Music Education</b>	<b>3 cr. hrs.</b>
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### MUSIC THERAPY (Subject Number: 0402)

<b>MuTy 714</b>	<b>Graduate Council</b>	<b>1 cr. hr.</b>
Council of music therapy graduate students whose function is the approval of research proposals and papers produced within the department.		

<b>MuTy 716</b>	<b>Music Therapy VI</b>	<b>3 cr. hrs.</b>
Prior Course Number: Mus 573. Seminar. Techniques of scientific writing and data collection, a completed experimental research project and 120 written abstracts of research articles are required.		

<b>MuTy 816</b>	<b>Music Therapy VII</b>	<b>3 cr. hrs.</b>
Prior Course Number: Mus 675. Seminar. Original investigations in the field of music therapy.		

<b>MuTy 817</b>	<b>Music Therapy VIII</b>	<b>3 cr. hrs.</b>
Non-parametric statistics, complex analysis of variance, multiple correlation techniques. Independent study.		

### MUSIC THEORY (Subject Number: 0403)

<b>MuTh 802</b>	<b>Pedagogy of Theory</b>	<b>3 cr. hrs.</b>
Prior Course Number: Mus 511. Review of undergraduate theory course content, emphasis upon various presentations of theory, especially fundamentals. Each student will choose and develop a theory pedagogy topic related to the individual's prime expertise.		

<b>MuTh 806</b>	<b>Advanced Scoring</b>	<b>3 cr. hrs.</b>
Prior Course Number: Mus 615. Study of scoring as affected by extraordinary procedures such as instrumental and vocal range inversions, use of extreme registers, etc.; score study and writing assignments that involve such procedures.		

**MuTh 808** **Style Analysis I** **3 cr. hrs.**  
Prior Course Number: Mus 517. Prerequisite: Permission of instructor. Theoretical analysis of selected works in correlation with historical development of compositional practices. Effect of theoretical understanding and historical milieu upon performance emphasized.

**MuTh 809** **Style Analysis II** **3 cr. hrs.**  
Prior Course Number: Mus 518. Prerequisite: Style Analysis I or equivalent. Theoretical analysis of selected works of 20th century music with emphasis on how modern techniques of composition evolved from their musical ancestors.

**MuTh 810** **Composition** **3 cr. hrs.**  
Prior Course Number: Mus 613. Prerequisite: Extensive composition experience in neo-tonal or serial technique. Free composition. A multi-movement chamber work or a single movement for a major ensemble is required. Creditable twice.

## **MUSIC GENERAL (Subject Number: 0404)**

**MuGn 701** **Seminar in Research** **ARR**  
Prior Course Number: Mus 790. Required of all graduate music students. Techniques in research and writing necessary to the completion of theses or other formal documents.

**MuGn 707** **Psychology of Music II** **2 cr. hrs.**  
Prior Course Number: Mus 654. Techniques and instrumentation for research in the psychology of music. Lecture and laboratory.

**MuGn 740** **Music in Society** **3 cr. hrs.**  
Prior Course Number: Mus 553. Aesthetics: as related to the social and political development of Western Man; origins in Plato and Aristoxenus; Roman, Patristic and Reformation theories *vis a vis* empiricism; modern sociological and psychological contributions.

**MuGn 799** **Independent Study** **ARR**  
Study of a specific area. Creditable repeatedly.

**MuGn 810** **Thesis** **ARR**  
Prior Course Number: Mus 791. Formal, written, researched study of a specific area of music, music education or music therapy.

## **MUSIC PERFORMANCE (Subject Number: 0405)**

**MuPr 709** **Advanced Instrumental Conducting** **3 cr. hrs.**  
Prior Course Number: Mus 563. Conducting techniques, score reading and analysis; literature, style and interpretation.

**MuPr 711** **Advanced Choral Conducting** **3 cr. hrs.**  
Prior Course Number: Mus 561. Detailed study of advanced conducting problems; emphasis on score reading and analysis; contemporary literature, style and interpretation.

**MuPr 712** **Applied Study: Individual** **ARR**  
Prior Course Numbers: Mus 625-628. Concentrated study of voice or of string, woodwind, brass, percussion or keyboard instruments. Students must display a degree of performance proficiency appropriate to graduate level work. Creditable repeatedly.

<b>MuPr 714</b>	<b>Functional Guitar I</b> Study of techniques leading to basic performance competence and pedagogy of guitar.	<b>1 cr. hr.</b>
<b>MuPr 715</b>	<b>Functional Guitar II</b> Prerequisite: Functional Guitar I. See MuPr 714. Performance competence and pedagogy of guitar.	<b>1 cr. hr.</b>
<b>MuPr 810</b>	<b>Graduate Recital</b> Prior Course Number: Mus 793. Full individual program of music of a level appropriate to finished graduate level study of applied music.	<b>3 cr. hrs.</b>
<b>MuPr 811</b>	<b>Recital Document</b> Prior Course Number: Mus 794. Formal researched paper on one or more works performed on a graduate recital.	<b>3 cr. hrs.</b>
<b>MuPr 817</b>	<b>Major Ensemble</b> Prior Course Number: Mus 597. Regular rehearsal in performance groups of varying sizes and constitutions. Creditable repeatedly.	<b>1 cr. hr.</b>
<b>MuPr 818</b>	<b>Minor Ensemble</b> Prior Course Number: Mus 598. See MuPr 817.	<b>1 cr. hr.</b>
<b>MuPr 819</b>	<b>Chamber Ensemble</b> See MuPr 817.	<b>1 cr. hr.</b>

## **MUSIC HISTORY AND LITERATURE (Subject Number: 0407)**

<b>MuHL 705</b>	<b>Music History — Medieval, Renaissance</b> Prior Course Number: Mus 581. Music from antiquity through the Renaissance, its philosophical and theoretical foundations; emphasis upon direct exposure to the music itself and available source materials.	<b>3 cr. hrs.</b>
<b>MuHL 706</b>	<b>Music History — Baroque</b> Prior Course Number: Mus 582. The beginnings and culmination of the music of the Baroque era; emphasis upon the evolution and development of opera, chamber vocal and instrumental forms, keyboard music and the Baroque Concerto.	<b>3 cr. hrs.</b>
<b>MuHL 707</b>	<b>Music History — Classical</b> Prior Course Number: Mus 583. The music of pre-classical composers through early Beethoven; emphasis upon the crystallization of the classical sonata and the growth of opera.	<b>3 cr. hrs.</b>
<b>MuHL 708</b>	<b>Music History — Romantic</b> Prior Course Number: Mus 584. The music of the 19th century from mid-Beethoven through the impressionists, its forms and philosophical ideals.	<b>3 cr. hrs.</b>
<b>MuHL 709</b>	<b>Music History — Contemporary</b> Prior Course Number: Mus 585. Music from the post-romantic revolution to the present, with primary focus upon the masterpieces of the 20th century.	<b>3 cr. hrs.</b>
<b>MuHL 804</b>	<b>Solo Vocal Literature</b> Prior Course Number: Mus 532. A survey of solo vocal literature other than opera from the Baroque era to the present.	<b>3 cr. hrs.</b>

<b>MuHL 805</b>	<b>Choral Literature</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mus 531. Extensive study of choral literature and style from the Middle Ages to the present.	
<b>MuHL 806</b>	<b>Guitar Literature</b>	<b>3 cr. hrs.</b>
	Seminar on the technical aspects of guitar music of the past and present; students will propose, advocate and defend their solutions to technical performance problems.	
<b>MuHL 807</b>	<b>Opera Literature</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mus 533. Survey of opera and its forerunners from the 16th century to the present. Works in the active repertoire and of single historical impact will be given primary attention.	
<b>MuHL 808</b>	<b>Keyboard Literature I</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mus 535. Keyboard music from the Elizabethan Virginal school through the French Clavecinists; the late German Baroque masters, Bach and Handel; required listening.	
<b>MuHL 809</b>	<b>Keyboard Literature II</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mus 536. Keyboard music from pre-classical composers to the present day; required listening.	
<b>MuHL 810</b>	<b>Orchestral Literature</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mus 537. Survey of orchestral literature from the Baroque to the present including stylistic analysis of selected works.	

## **MUSIC PEDAGOGY (Subject Number: 0408)**

<b>MuPd 705</b>	<b>Keyboard Pedagogy</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mus 541. Teaching materials and literature for the upper intermediate and advanced levels of keyboard students; varying approaches to pedagogical problems encountered at these levels.	
<b>MuPd 706</b>	<b>Vocal Pedagogy</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mus 542. Survey of various approaches to the teaching of singing with emphasis on the physiology and acoustics of the voice.	
<b>MuPd 707</b>	<b>String Pedagogy</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mus 543. Past and present teaching techniques and materials; string instrument maintenance, repairing and tone-modification adjustments.	
<b>MuPd 708</b>	<b>Woodwind Pedagogy</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mus 544. Instructional materials: methods, solo and ensemble literature; embouchure, mechanical and acoustical difficulties peculiar to woodwind instruments.	
<b>MuPd 709</b>	<b>Brass Pedagogy</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mus 545. Historical development of the capabilities of brass instruments; embouchure, acoustical and intonational considerations relating to performance and pedagogy; instructional materials and literature.	
<b>MuPd 710</b>	<b>Choral Pedagogy</b>	<b>3 cr. hrs.</b>
	Prior Course Number: Mus 546. Choral organization, blend, balance, intonation and vocal production; interpretation of literature; program building; rehearsal psychology.	

**MuPd 711      Guitar Pedagogy**      **3 cr. hrs.**  
Techniques of problem diagnosis, technical presentation, methodology and evaluation; supervised teaching of guitar classes, weekly meetings for reports, discussion and efficacy evaluation.



# **RELIGIOUS EDUCATION & PASTORAL STUDIES**

**DIRECTOR:** Maurice L. Monette, O.M.I., Ed.D.      **OFFICE:** 209 Seton Bldg.  
**ASSOCIATES:** Donald J. Martin, S.J., Ph.D., Kathleen O'Gorman, M.R.E.

The students, faculty and staff of the Catechetical and Pastoral Institute of Loyola are a community of leaders in the Church gathered to enhance the quality of their pastoral ministry. Aware of the importance of continuing education for the effectiveness of their ministry, they have embarked on courses of study leading either to the master in religious education (MRE), the master in pastoral studies (MPS), or the certificate in pastoral studies.

## **ADMISSION TO CANDIDACY**

The institute offers courses of instruction leading to the degrees of master in religious education and master in pastoral studies for properly qualified students who have been admitted to degree candidacy.

The student must file a formal petition to the institute's graduate studies committee two weeks after the beginning of the semester or summer session in which he is eligible to be considered for degree candidacy on the basis of items listed below:

1. A bachelor's degree from a recognized college or university.
2. Not less than 18 credit hours of undergraduate study in theology and/or philosophy or equivalent.
3. Not less than 12 credit hours nor more than 15 credit hours in the institute's graduate courses with a minimum grade point average of 3.0. Of these hours, at least nine must consist of credit in the core courses.
4. Currently registered for credit at Loyola.

Appropriate recommendations will be made by the graduate studies committee to the director of graduate studies as a result of their review. Degree candidates will be so notified and such notification will become part of their permanent records. Students not admitted to candidacy will be informed of their deficiency(ies). Removal of these deficiencies under the direction of the program advisor must take place within one semester. The student is to reapply for degree candidacy at the end of this semester.

## **COURSE REQUIREMENTS**

The candidate must complete a total of at least 36 credit hours of graduate work including the work earned prior to his admission to degree candidacy. A course in which the student has earned a grade of D or F

cannot be counted toward the completion of the 36 hour requirement, but is used in determining the grade point average.

A degree candidate who earns a grade lower than C in any course is automatically placed on probation and his status is subject to review by the graduate studies committee.

## COMPREHENSIVE EXAMINATION

The degree candidate can opt for one or two kinds of final examination.

1. The comprehensive examination — written or oral examinations scheduled during May and July. To facilitate the candidate's preparation, an optional comprehensive seminar is offered in June and July.
2. Synthesis — This requirement includes attendance at the synthesis seminar scheduled in July of each year and the production of a synthesis paper to be defended at an oral examination.

The degree candidate shall apply for final examination and shall indicate his choice one semester before the scheduled examinations. Candidates are not allowed to take final examinations until course requirements are completed.

## COURSE PROGRAM

The student's program is planned with his advisor from the full curriculum of graduate courses.

A student who wishes to take courses at another institution (within the six hour transfer credit limit) must obtain prior approval from the graduate studies committee.

# MASTER IN RELIGIOUS EDUCATION

## CURRICULUM

Phase I		
Cate 700	Professional Development Seminar	1 cr. hr.
Cate 701, 702	Fundamental Theology I and II	6 cr. hrs.
Cate 703	History of Pastoral Care	3 cr. hrs.
Cate 707	Biblical History and Literature	3 cr. hrs.
Phase II		
Cate 704	Helping and Human Relations Skills	3 cr. hrs.
	Electives in the following areas:	
	Catechetics, Scripture, History, Systematics, Moral	
	Theology, Spirituality, Liturgics and Pastoral	
Cate 705	Introduction to Catechetics	3 cr. hrs.
Cate 706	Theology of Pastoral Planning and Administration	3 cr. hrs.
Phase III		
Cate 852	Comprehensive Exams	1 cr. hr.
Cate 853	Synthesis Seminar	2 cr. hrs.
		Total Credit Hours: 36

The MRE candidate is also required to complete two project papers for one semester hour each.

## MASTER IN PASTORAL STUDIES

The master in pastoral studies is an in-service program designed especially for church ministers from among laity, members of religious orders, deacons, and clergy who seek to enhance the quality of their pastoral ministry through systematic continuing education. Each phase of the program focuses on the development of ministers who are critically reflective about themselves, their vision, and their efforts. In Phase I, the minister identifies his educational goal for the program and critically reviews the theological assumptions underlying his ministerial action. The thrust of Phase II is the pursuit of ministerial specialization courses chosen in accord with the educational goals identified in Phase I. Phase III facilitates synthesis as well as the identification of new educational goals.

### CURRICULUM

Phase I		
Cate 700	Professional Development Seminar	1 cr. hr.
Cate 701, 702	Fundamental Theology I and II	6 cr. hrs.
Cate 703	History of Pastoral Care	3 cr. hrs.
Cate 707	Biblical History and Literature	3 cr. hrs.
Phase II		
Cate 706	Theology of Pastoral Planning and Administration	3 cr hrs.
	Two pastoral projects	2 cr. hrs.
	Electives from theology and/or one's specialization	
Phase III		
Cate 852	Comprehensive Exams (optional seminar)	1 cr. hr.
Cate 853	Synthesis Seminar	2 cr. hrs.
		Total Credit Hours: 36

## CERTIFICATE IN PASTORAL STUDIES

The certificate in pastoral studies is awarded to students who have completed a total of 18 hours of graduate study at the Catechetical and Pastoral Institute of Loyola in a concentrated area of pastoral studies. Program requirements must be completed within four summers. Transfer credits from other institutions are not acceptable.

# **RELIGIOUS EDUCATION AND PASTORAL GRADUATE COURSES**

**(Subject Number: 0558)**

<b>Cate 700</b>	<b>Professional Development Seminar</b>	<b>1 cr. hr.</b>
	A short seminar designed to help Phase I degree students to take inventory of the ministerial resources they possess in terms of knowledge and abilities and project the continuing educational goals they wish to pursue through their degree program.	
<b>Cate 701</b>	<b>Fundamental Theology I</b>	<b>3 cr. hrs.</b>
	A reflection on the most significant changes in theology since Vatican II. Various basic doctrines will be examined in the light of the fundamental changes occurring in the context within which theology is done. Those changes are an overstepping of ecumenical boundaries, pluralism due to the plurality of philosophies and experiences brought to theology, the hermeneutical orientation, and the new concern of theology to dialogue with the world.	
<b>Cate 702</b>	<b>Fundamental Theology II</b>	<b>3 cr. hrs.</b>
	Continues the work of Fundamental Theology I. Special emphasis will be given to Christology, the Church, and grace. The objective is to provide an overview of dogmatic questions, using Rahner's systematic construction as the basis for disciplined reflection on the content as well as the method of theology.	
<b>Cate 703</b>	<b>History of Pastoral Care</b>	<b>3 cr. hrs.</b>
	A Phase I course which situates today's pastoral task in the U.S. within the history of pastoral ministry. It examines the more recent history of pastoral action in the post-Tridentine Church and focuses on that history within the Church of the U.S., especially the Catholic Church. Students are introduced to the secondary sources of historical knowledge about pastoral ministry.	
<b>Cate 704</b>	<b>Helping and Human Relations Skills</b>	<b>3 cr. hrs.</b>
	A systematic understanding of the skills needed in helping communication; small group participation to experientially view one's own relational style; developmental training in the interpersonal skills applicable to one-to-one or group situations.	
<b>Cate 705</b>	<b>Introduction to the Ministry of Catechetics</b>	<b>3 cr. hrs.</b>
	An investigation into the discipline of catechetics, the history of faith sharing, models of learning, process education, experiential religious education and others from Latin America and Europe. In addition the practice of teaching, the role of the catechist in ministering, training, spirituality and team ministry and parish structures will be examined. Primary focus will be on adult-education.	
<b>Cate 706</b>	<b>Theology of Pastoral Planning and Administration</b>	<b>2 cr. hrs.</b>
	The study of the various pastoral ministries establishing the principles upon which solid theologizing about pastoral actions are built, so that equipped with these principles, the student can launch himself into a study of the basic functions of the Church, namely kerygma, koinonia, diakonia, and leitourgia.	

<b>Cate 707</b>	<b>Biblical History and Literature</b>	<b>3 cr. hrs.</b>
	An explanation of the modern study of the Bible in terms of literary and historical criticism by a selected treatment of samples from Old and New Testaments. A strong emphasis will be placed on the background necessary for a correct understanding of the text.	
<b>Cate 710</b>	<b>Project Advisement</b>	<b>1 cr. hr.</b>
<b>Cate 711</b>	<b>Project Advisement II</b>	<b>1 cr. hr.</b>
<b>Cate 800</b>	<b>Teaching and Preaching the Lectionary</b>	<b>2 cr. hrs.</b>
	Stress will be on gaining familiarity with the best available resources and on enabling the minister to develop his own resources for lectures.	
<b>Cate 801</b>	<b>Basic Communities: Reforming Church Structures</b>	<b>3 cr. hrs.</b>
	Analysis of pastoral experience and ideology of those taking the course. Overview of the history of the parish and of the theology of mission. Analysis of present day needs which the parish and theology must address. Critique of the praxis of those taking the course.	
<b>Cate 802</b>	<b>Human Sexuality in the Context of Catholic Tradition</b>	<b>1 cr. hr.</b>
	The course will briefly trace the Catholic tradition on human sexuality, show development in magisterial statements and discuss the problems they have solved and left unsolved.	
<b>Cate 803</b>	<b>Death and Resurrection of Jesus: A Biblical Theology</b>	<b>2 cr. hrs.</b>
	A study of the Easter experience of the first Christians: its effects in their living of the faith and its effects on the Easter faith-experience of the Church today.	
<b>Cate 804</b>	<b>Catechumenate: Adult Initiation Rites and Parish Renewal</b>	<b>2 cr. hrs.</b>
	A description of the process for adult initiation and on-going parish renewal.	
<b>Cate 805</b>	<b>Apostolic Spirituality</b>	<b>1 cr. hr.</b>
	An introduction to and experience of the elements of a liturgical spirituality which are formative of pastoral ministry. The concepts of call-formation and call-missioning as evidenced in meals in the gospel narratives will be explored and related to eucharistic celebration and pastoral ministry.	
<b>Cate 806</b>	<b>Pathways of Poverty</b>	<b>1 cr. hr.</b>
	A forum wherein the poor teach about that reality; broaden the student's understanding of the concept of justice; and offer, in a limited way, an experience of the culture of America's dispossessed by living in their midst.	
<b>Cate 807</b>	<b>Eschatology</b>	<b>3 cr. hrs.</b>
	An examination of the Christian doctrine of last things, including the second coming of Christ, and of the world: last judgment, resurrection from the dead, heaven, hell, purgatory, and the Kingdom of God. Both the scriptural roots and contemporary interpretations will be discussed.	

Cate 850	<b>Contemporary Moral Problems</b>	<b>2 cr. hrs.</b>
	A review of a selective sample of two kinds of problems confronting religious ethics. First: what it is or ought to be and what it does or ought to do. Second: what constitutes right and wrong behavior in certain typical ordinary contingencies of private and public life.	
Cate 851	<b>Theology of Sacramental Worship</b>	<b>2 cr. hrs.</b>
	A theological and liturgical examination of Christian sacramental life and worship. The purpose of the course is to acquaint the student with the contemporary movements in sacramental and liturgical theology since the 1960's and concretize these theologies in terms of pastoral and liturgical practice.	
Cate 852	<b>Comprehensive Seminar</b>	<b>1 cr. hr.</b>
	Seminar conducted to aid students preparing for the oral and written comprehensive examination at the end of July.	
Cate 853	<b>Synthesis Seminar</b>	<b>2 cr. hrs.</b>
	A course taken in lieu of the normally required oral and written comprehensive examination. It includes the writing and defense of a synthesis paper. Admission by approval of CPI director.	
Cate 854	<b>Ministry of Liturgy: An Introduction</b>	<b>2 cr hrs.</b>
	A basic investigation of the theology of liturgy and its translation into pastoral practice. Special attention will be paid to the roles of various ministers in liturgy and the actual doing of liturgy by a community that does not have prior theological background.	
Cate 855	<b>Mystery of the Trinity</b>	<b>2 cr. hrs.</b>
	A study of the mystery of the Trinity in the Church's tradition and in contemporary theology. The evolution of the doctrine of God as Father, Son, and Spirit will be traced from its scriptural origins to its classical formulation in the early councils. This classical formulation will then be examined in the light of contemporary theology and hermeneutics. The implications of trinitarian faith for religious experience and the pastoral life of the Church will be examined.	
Cate 856	<b>Pastoral Ministry Workshop</b>	<b>4 cr. hrs.</b>
	Workshop designed to give in-depth training to persons already engaged in or going into pastoral ministry, especially some form of corporate or team ministry.	
Cate 857	<b>Liturgical Music: The Catholic Heritage</b>	<b>1 cr. hr.</b>
	An intensive, practical study of the development of liturgical music in the Church. The course will focus on changes and opportunities since Vatican Council II, while examining the tradition out of which the changes took place.	
Cate 858	<b>Management in Religious Education and Team Ministry</b>	<b>1 cr. hr.</b>
	This course addresses ministry to pastoral teams and organizations (parishes, dioceses). Team building and organization development skills and resources are identified and pursued. All are integrated in a theology of ministry to institutions for the purpose of building up the community of faith in the 20th century.	
Cate 859	<b>Group Skills Laboratory</b>	<b>3 cr. hrs.</b>
	Helping skills — advanced laboratory.	

<b>Cate 861</b>	<b>The Eucharistic Prayers</b>	<b>3 cr. hrs.</b>
	A theological analysis of the Eucharistic prayers of the Roman rite, including an examination of ritual structures, historical development and practical implications for the worship-act of priests and congregations.	
<b>Cate 862</b>	<b>Spiritual Exercises</b>	<b>3 cr. hrs.</b>
	An analysis of the Ignatian exercises with an emphasis upon their roots, their patterns and methods. An attempt to discuss their present applicability and relevance for spiritual directors and retreat masters.	
<b>Cate 863</b>	<b>Reconciliation</b>	<b>3 cr. hrs.</b>
	An analysis of Christian reconciliation rites as a resource for the enrichment of personal and communal renewal processes.	
<b>Cate 864</b>	<b>Roots of Ritual</b>	<b>3 cr. hrs.</b>
	A broad anthropological approach to the conceptual categories of worship in historical and cultural context.	
<b>Cate 865</b>	<b>Marriage Counseling</b>	<b>3 cr. hrs.</b>
	Introduction to marriage and family counseling. A skills-oriented study of relationship theory, counseling theory, and their application. Counseling, confrontational and problem-solving skills are practiced in a reality therapy context. Classroom approaches include lecture, demonstration, discussion, role playing and audio-taping.	
<b>Cate 866</b>	<b>Presiding</b>	<b>2 cr hrs.</b>
	Using videotape, clergy analyze their style and presence as presiders over the Eucharist. Discussion of ritual structures, liturgy preparation, liturgical roles, vesture, music, body language and applied theology.	
<b>Cate 867</b>	<b>Spiritual Direction</b>	<b>3 cr. hrs.</b>
	The dynamics and process of spiritual direction and discernment.	
<b>Cate 868</b>	<b>Adult Education Foundations</b>	<b>3 cr. hrs.</b>
	A critical analysis of the philosophies of adult Christian education currently used in the United States, including those of Moran, Schaefer, Durka and Friere. Each rationale is examined in terms of its socio-cultural, psychological and transactional value components.	
<b>Cate 897</b>	<b>Practicum</b>	<b>Arr.</b>
<b>Cate 899</b>	<b>Independent Study</b>	<b>Arr.</b>

# RELIGIOUS STUDIES

*CHAIRMAN:* Stephen J. Duffy, S.T.D.

*OFFICE:* 408 Bobet Hall

*UNIVERSITY PROFESSOR:* C. J. McNaspy, S.J.

*PROFESSOR:* Sean Freyne

*ASSOCIATE PROFESSORS:* Fara Impastato, O.P., James Gaffney, Stephen Duffy

*ASSISTANT PROFESSORS:* Vernon Gregson, S.J., Gerald Fagin, S.J.

*LECTURER:* John Payne, S.J.

The master of arts program in religious studies aims at providing a solid and well-rounded theological foundation. Hence the emphasis is on theological content rather than pedagogical methodology.

The curriculum is conceived as a broad comprehensive approach to the study of religion and theology. The major concern is to develop in the degree candidate a capability of approaching the field with a sensitivity to scripture, the historical development of western theology, an ecumenical awareness, and an interdisciplinary mentality.

More specifically, the program hopes to provide a solid academic basis in theology for its students, who will upon completion of their degree enter into a variety of occupations: teaching religion in high schools or on the primary level, functioning as religious education coordinators on the parish level, serving as staff members of Christian centers, conducting retreats and workshops, organizing and teaching in adult education programs, or working in diocesan offices of religious education. The program is also designed to accommodate those who wish to embark upon the first step to the doctoral degree in religious studies or theology and to priests, ministers, religious, and laity who wish to update their theological understanding. Finally, the program aims to service those who simply wish to develop their knowledge and understanding of religion as one of the major forces in the shaping of culture in human history.

## ADMISSION TO CANDIDACY

A bachelor of arts degree or its equivalent from an accredited college or university is required for admission. Applicants normally must have an overall average of 2.5 in their undergraduate work.

Applicants normally must have completed a minimum of 24 undergraduate hours in religious studies (theology) and/or philosophy.

Applicants with a background in the humanities or the sciences will also be admitted but may be expected to take preliminary work in religious studies for undergraduate credit.

Upon entrance to the program each student will be interviewed by the faculty to assist him in the development of his program.

## COURSE PROGRAM

The student has an option of electing:

- A. a program of 30 credit hours, or
- B. a program of 24 credit hours plus a thesis which counts for six credits.

After the completion of 21 hours in the case of program A, or 15 hours in the case of program B, each student must submit his full program, previously approved by his advisor, to the department for approval. In this way maximum flexibility is possible for developing programs tailored to the needs and interests of each student.

Each student must take one course from each of the following pairs of foundational areas:

- |                                |                   |
|--------------------------------|-------------------|
| Biblical Criticism             | Biblical Theology |
| Christian Dogmatics            |                   |
| History of Christian Doctrines |                   |
| Theology in the 20th Century   |                   |
| Theological Methodology        |                   |
| Biblical Morality              |                   |
| Comparative Religious Ethics   |                   |

A maximum of six transfer credits is permitted.

A reading knowledge of one foreign language (ordinarily French or German) must be exhibited. Competence in a foreign language will be determined by an Educational Testing Service examination administered in the department or by the university. Students must sit for this examination before the completion of 12 credit hours of work.

Students must take the Graduate Record Examination before their second semester of work.

Areas of concentration are available in biblical studies, historical systematic theology, and Christian ethics. A student must take 12 hours of credit in one of these areas. An average of B must be maintained for all work.

At the completion of class requirements in programs A or B each student will sit for written and oral comprehensive examinations.

## **RELIGIOUS STUDIES GRADUATE COURSES**

### **(Subject Number: 0238)**

<b>RelS 700</b>	<b>Old Testament Literature</b>	<b>3 cr. hrs.</b>
	Prior Course Number RelSt 601. The theologies of Israel's historical traditions will be examined, the prophetic contribution to Israelite religion evaluated and the distinctive contribution of the wisdom tradition explored against the background of the changing historical and cultural situation.	
<b>RelS 704</b>	<b>Pauline Theology</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 611. This course will explore the development of Paul's thought through his various epistles, focusing on major themes such as sin, justification, faith, and the body of Christ. Secular influences on his thought such as hellenistic philosophical and theological speculations and rabbinic theologizing will also be considered.	

<b>RelS 706</b>	<b>The Synoptic Gospels</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 613. After a brief introduction to the question of the literary genre of the gospel, the course will deal with the different theologies of the first three gospels in the light of modern redaction criticism of the gospels, related to the social concerns of the communities to which they were addressed.	
<b>RelS 708</b>	<b>Johannine Literature</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 614. This course will include a treatment of the Fourth Gospel, the Johannine Epistles, and the Apocalypse, keeping the idea of a Johannine school of theology in mind. Literary, linguistic, and theological criteria will be discussed in establishing the distinctiveness of this body of literature within the New Testament. In particular, John's contribution to subsequent theology will be discussed by contrasting his synthesis with that of Paul and the synoptics.	
<b>RelS 710</b>	<b>Unity and Plurality in New Testament Theology</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 616. This course would explore the diversity of New Testament documents and the differing cultural and theological differences that exist between them, choosing certain representative writings and key issues. Can we legitimately speak of a New Testament theology? Are there irreconcilable differences between various schools of thought? What are the origins of heresy and the beginnings of early catholicism? An attempt will be made to show the development of certain lines of thought within the New Testament in the subsequent history of the tradition.	
<b>RelS 712</b>	<b>The Church in the New Testament</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 618. This course will concentrate on the theological rather than the structural aspect of the church in the New Testament though the question of ministries will be treated. The Old Testament and Jewish antecedents of the Church as the messianic community will serve as the background for a consideration of the various theologies of church which are found in representative New Testament documents.	
<b>RelS 714</b>	<b>Bible and Morality</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 619. An investigation of selected ethical, moral, and legal themes prominent in the biblical writings, with consideration of their motivation, development, and subsequent influence.	
<b>RelS 716</b>	<b>The New Quest for the Historical Jesus</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 620. A discussion of the literary genre 'gospel' will help to set the problem of the old quest and its failure. Form criticism will be discussed in the light of its results to date for the study of the gospels. The various criteria that have been suggested by the new questers — Robinson, Perrin, Kasemann, Fuchs, Hooker, Hahn and others — will be evaluated and the importance of the project assessed in the light of some recent christological writings.	
<b>RelS 718</b>	<b>Early Christian Thought</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 625. A study of the development of Christian thought through the ante and post Nicene periods to the end of the patristic period. Readings in primary sources.	

<b>RelS 720</b>	<b>Medieval Synthesis</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 626. The study of Christian thought from the end of the patristic period to the eve of the Reformation. Within this period interest will center on the three centuries between 1000 A.D. and 1300 A.D., the time within which the Middle Ages reached their apogee.	
<b>RelS 722</b>	<b>Reformation and Counter Reformation</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 627. An examination of the theological positions advanced by the principal reformers, e.g., Luther, Melanchthon, Zwingli, Calvin, etc., plus the Roman Catholic response made at the Council of Trent.	
<b>RelS 724</b>	<b>Theology in the 19th and 20th Centuries</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 628. This course will trace the rise and development of liberal theology in Protestantism and Roman Catholicism during the period of clash between religion and modern science. The thought of Schleiermacher, Feuerbach, Kierkegaard, Ritschl, Harnack, Troeltsch, Vatican I, and Catholic Modernism will be reviewed.	
<b>RelS 726</b>	<b>The Church in the 19th Century</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 633. The Church and Napoleon catholic revival, the Church and liberalism, loss of the papal states, the Church in the missions, first Vatican Council, the Kulturkampf, Leo XIII and the social question, anticlericalism in the late 19th century, modernism.	
<b>RelS 728</b>	<b>Problem of God</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 640. A study of the problem of belief as it evolved from the enlightenment period to the present; bearing of secularization process on God-talk and traditional approaches to God; an investigation of recent efforts by process thinkers to reconstruct the idea of God; implications for Christian theolgoy and life.	
<b>RelS 730</b>	<b>New Horizons in Christology</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 642. A brief overview of New Testament Christology followed by a brief study of the development of the pre-Nicene views of Christ and his relation to the Father; the rise of heterodox counterpositions; the official response at various stages of dialectic culminating in the Council of Nicea, Constantinople I, Ephesus, and Chalcedon; contemporary critiques of the classical Christological model and recent revisions.	
<b>RelS 732</b>	<b>Church and Sacraments</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 644. A study of the theology of Christian sacraments: structure and function of sacramental economy; a theology of the symbol; the dialectic between rite and church; the relationship between sacramental life and secular existence; the religious import of non-Roman Catholic sacraments.	
<b>RelS 733</b>	<b>Theology of Grace</b>	<b>3 cr. hrs.</b>
<b>RelS 734</b>	<b>Eschatology</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 648. An examination of the Christian doctrine of last things, i.e., death, resurrection, return of Christ, end of history, judgement, heaven, hell, purgatory, etc. Particular attention will be given to the contemporary theological discussion in dialog with secular thinking about the future. The thought of thinkers such as Rahner, Broros, Teilhard, Pannenberg, Moltmann, and Braaten will be considered.	

<b>RelS 736</b>	<b>Protestant Theology in the 20th Century</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 650. A comparative study of the schools of thought which have characterized Protestant discussions since the late 19th century; liberalism, conservatism, fundamentalism, neo-orthodoxy, hermeneutics, process, and eschatological theology. Thinkers such as Bultmann, Barth, Tillich, Niebuhr, Ebeling, Moltmann, and Pannenberg will be discussed.	
<b>RelS 738</b>	<b>Readings in Theological Method</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 655. A seminar discussion in the problems raised by philosophical theology for doing theology in the contemporary intellectual context. Readings will be taken from authors such as Lonergan, Rahner, Nygren, Gilkey, Ogden, Tracy, and Pannenberg.	
<b>RelS 740</b>	<b>Hermeneutics</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 666. An examination of both theological and philosophical hermeneutics in the 20th century which seeks to determine the significance of this field for theological method. The thought of scholars such as Bultmann, Heidegger, Gadamer, Ricoeur, Lonergan, Ebeling, and Pannenberg will be treated.	
<b>RelS 742</b>	<b>The Theology of Wolfhart Pannenberg</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt. 668. A reading survey of the writings of the single most important Protestant thinker in the world today.	
<b>RelS 744</b>	<b>The Theology of Bernard Lonergan</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 669. Bernard Lonergan has developed a contemporary theological method for the integration of religion with the other dimensions of human existence, principally the human and natural sciences and society. This method and philosophical basis will be studied in detail. Special attention will be directed to Lonergan's interpretation of religion, his understanding of Christianity, and the relation he develops between redemption and the liberation of the human person and the societies in which we live. A background in philosophy is recommended.	
<b>RelS 746</b>	<b>Theology of Karl Rahner</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 670. A reading survey of the writings of the theologian who has probably been the single most important thinker in the reshaping of contemporary Roman Catholic theology.	
<b>RelS 748</b>	<b>Christianity and Asian Religions</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 675. Methods for understanding and evaluating one's own and other's religious traditions will be presented. The spiritualities of Hinduism, Buddhism, Taoism, Confucianism, and also of Christianity will be studied in their principal features through their own scriptures. The challenge to religions from the modern world and to the modern world from the religions will also be explored. Avenues for theological reflection of the plurality of religions will be indicated.	
<b>RelS 750</b>	<b>Toward a Theology of Religion</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 676. This seminar will study key moments in the history of Christian understanding of other religions' understanding of Christianity. The contemporary state of the discussion will especially be explored. The search for a common theology across religious traditions will be the foundation question underlying the seminar.	
<b>RelS 752</b>	<b>Schools of Christian Spirituality</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 680.	

<b>RelS 752</b>	<b>History of Christian Spirituality I</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 684. An examination into the sources of Christian spirituality, with special emphasis on the desert fathers; Cassian; Benedict; tracing the expansion and development of concepts about the life of man with God in the contributions of Bernard; and concluding with the new patterns of spirituality which evolved under the genius of Francis and Dominic, and ultimately flowered in the lives and writings of the Rhineland mystics and Catherine of Siena.	
<b>RelS 754</b>	<b>History of Christian Spirituality II</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 682. A recapitulation of earlier developments followed by an examination of the contributions made by John of the Cross, Teresa of Avila, Ignatius of Loyola; a brief study of the subsequent development under the Oratorians and Lazarists; reflection of the "ossification" which occurred in the 18th and 19th centuries; a final survey of what began at the end of the first world war and is continuing today — especially developments exemplified in groups like the Little Brothers and Sisters of Charles de Foucauld; the Ladies of the Grail; the Focolare movement; l'Arche.	
<b>RelS 760</b>	<b>Systems of Christian Ethics</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 690. An examination of one or more major systematic expositions of Christian religion ethics, with consideration of their traditional sources and philosophical and theological implications.	
<b>RelS 762</b>	<b>Biblical Wisdom Literature</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 605. A study of Proverbs, Ecclesiastes, Job, Ecclesiasticus, and Wisdom of Solomon, with selections from other ancient near eastern wisdom literature, emphasizing ideas and values primarily and stylistic features secondarily.	
<b>RelS 764</b>	<b>The Catholic Church in the United States (1526-1950)</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 634. The Church in colonial America — Spanish, French, and English; Catholics and the American Revolution; organization; expansion; trusteemania, bigotry; Provincial Councils of Baltimore; the Church and the Civil War issues; the Church on the frontier; Plenary Councils of Baltimore; the school question; nationalism; Ku Klux Klan; and the American Protestant Association; the heresy of Americanism; the Church and American labor; the Church and the American Negro and Indian; rise of the Catholic layman.	
<b>RelS 800</b>	<b>Catholic Social Ethics</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 693. An investigation of the basic methods and principles of social ethics in the Catholic tradition. Historical origins will be explored, but the emphasis will be on current Catholic teaching. Special attention will be given to its relations with current philosophical ethics of Rawls, Nozick, Unger, and others. Selected problems such as population, civil rights, and distribution of wealth will be examined in light of basic principles.	
<b>RelS 802</b>	<b>War, Peace, and Global Justice</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 694. An exploration of ethical issues of war, peace, and global justice in light of Christian ethical principles. The issues of pacifism and just war or just revolution will be explored in depth. Contemporary problems such as nuclear weapons, arms control, world government, and a just international economic order will also be examined.	

<b>RelS 804</b>	<b>Theology of Liberation</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 695. A study of the historical development of the theology of liberation in Latin America; the relationship between theoria and praxis; the Gospel and Marxism; the quest for socio-economic justice and Christianity; implications for North American Christians.	
<b>RelS 806</b>	<b>Bioethics</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 696. The subject matter will be defined as the study of moral issues generated or significantly complicated by the biological sciences — theoretical and applied. The course surveys values and principles traditionally invoked, investigates a representative variety of cases in personal or professional behavior, and reviews recent trends in the literature.	
<b>RelS 808</b>	<b>Rise and Development of Christian Liturgies</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 701.	
<b>RelS 810</b>	<b>Varieties of Liturgical Art and Music</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 702.	
<b>RelS 812</b>	<b>Phenomenology of Religious Experience</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 710.	
<b>RelS 814</b>	<b>Story, Interpretation, and Speculation</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 711. This course aims to investigate the relation between the level of story, myth, symbol, metaphor, and the level of speculation. Its purpose is to reach an integration of various levels of meaningful activity, against those who would make disjunction necessary between the two levels, requiring mutually exclusive positions, favoring either imagination or speculation. The course will attempt to justify a thesis proposing an interarticulation of poetics and speculation. It will therefore investigate dimensions of each level, taking up first poetics and imagination, then speculation.	
<b>RelS 816</b>	<b>Philosophy of Religion</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 712.	
<b>RelS 820</b>	<b>Psychology of Religion</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 716. A general introduction to the psychological study of religious behavior, comprising a short history of the subject with special attention to classic writings since 1890, a review of outstanding theories and methods, and a representative sampling of recent research, especially on personality and development.	
<b>RelS 822</b>	<b>The Sociology of Religion</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 719. An introduction to the major issues in the sociology of religion, including topics such as: defining religion; the process of institutionalization; church and sect; religion as organization; the sociological study of secularization; recent survey research on religion in American society.	
<b>RelS 824</b>	<b>Religion and Social Change</b>	<b>3 cr. hrs.</b>
	Prior Course Number: RelSt 720. Sociological examination of sacred influences upon social change. Christian sources (scripture, patristics, etc.) are surveyed for their various approaches to social change. Historical religious and millennial movements are examined as examples of social change influenced by the sacred. The social teachings of the Christian churches are examined with particular emphasis on recent (Post Vatican II) Roman Catholic teachings on social change.	

O.JERUSALEM

THE WOMEN'S JEWELRY COLLECTION



# **STUDENT LIFE**

Student Life at Loyola is based on the philosophy that education occurs in the context of total human development. Development of the whole person involves not only the intellectual development of the student but also the moral, social, cultural, and physical development of the individual. Programs and services exist which provide opportunities for this total educational experience.

## **COUNSELING AND CAREER DEVELOPMENT**

The Counseling and Career Development Center offers services for students wishing personal-social counseling, assistance in identifying and developing appropriate academic and career goals, and development of greater self-understanding through interest, aptitude, and ability testing. These services are provided by a well-qualified professional staff. Confidentiality of information shared between counselor and student is at all times respected.

Helping students find employment is another service of the center. Full- and part-time jobs are listed in a Job Bulletin published and distributed on campus on a regular basis throughout the year. Active job placement assistance is provided for graduating seniors. This service includes on-campus recruitment by major local and national firms, a credentials file service, and helping the student develop job-seeking skills that will increase the student's likelihood of finding an appropriate entry level position in keeping with long term career goals.

## **SPIRITUAL LIFE**

Loyola University is a Catholic Jesuit university. Toward this end, Campus Ministry strives for the complete integration of Catholic and Jesuit spirituality within the entire university community. Members of this staff strive for total availability and a person-centered rather than a project-centered ministry. They are available at all times to guide, counsel, and advise.

## **STUDENT HOUSING**

Loyola operates two residence halls on campus, Biever Hall for men and Buddig Hall for women. Both residences were designed for and primarily house undergraduate students but graduate students are housed on a space available basis. There are no accommodations for married students on campus.

Biever Hall is a six story residence with a capacity of housing 410 residents. One wing is reserved for male law/graduate students; a separate wing is reserved for female law/graduate students. It is centrally heated and air conditioned. All rooms are for double occupancy and are furnished with two closets, two single beds, two chests of drawers, two desks, and a telephone. When space permits, double rooms may be occu-

pied as singles for an extra semester charge. Mail boxes, laundry facilities, study lounges, recreation and television rooms are located within the residence hall. Jesuit priests, living on each floor, are available for counseling.

Buddig Hall is a twelve story residence with a capacity of accommodating 429 undergraduate women. Each suite houses four students in double rooms with a shared bath and individual heating and air-conditioning controls. Each room is furnished with basin vanities, two single beds, two desks, two closets, two chests of drawers, a bulletin board, and a telephone. A limited number of private rooms with baths are available. These single rooms are assigned to upperclassmen who have previously resided in the hall. Study rooms, laundry facilities, recreation rooms, mail boxes, and a community kitchen are located within the residence hall. Three women religious reside in Buddig Hall and are available for counseling.

Residents of both residence halls are subject to the housing policies which are promulgated in the *Student Handbook*. Trained personnel are provided in both halls to aid the students in achieving personal and educational goals. Full-time professional resident directors are responsible for the total operation of each hall. Resident assistants, located on each floor, help provide a well-balanced social and educational atmosphere. Both halls have live-in resident counselors who are Jesuit priests, Catholic sisters, or lay individuals who have training and experience in the areas of human need and development.

Requests for accommodations should be forwarded directly to the Housing Office following receipt of acceptance. Reservations are confirmed only after receipt of a signed contract and a \$50 housing deposit, which is not refundable in the event the student cancels, and proof that the student has adequate accident-sickness insurance coverage. Housing contracts are for both the fall and spring semesters.

## STUDENT HEALTH SERVICE

Loyola's health service is for both resident and nonresident, full-time and part-time students who have provided the health service with a completed medical history form. The health service is directed by a medical doctor and is staffed by a registered nurse, Monday thru Friday from 8:30 a.m. to 4:45 p.m. Four days a week, a physician is available during designated hours to see students. Emergency evening, weekend, and holiday care is under the supervision of a licensed practical nurse who resides on campus. Treatment by health center personnel is provided at no charge to the student. Medicines, referrals to off-campus medical specialists, laboratory tests, and hospitalization are at the student's expense. All services provided and communications with medical personnel are confidential as dictated by the medical code of ethics.

For good cause, the university may require a physical or psychiatric examination while a student is in attendance. Results of these examinations may be used to determine a student's suitability to continue in attendance at the university.

## **HEALTH INSURANCE**

The university sponsored health insurance program covering sickness and accident is strongly recommended for all students, especially those students who are from out-of-town. Resident students are required to present proof of personal health insurance coverage or they must enroll in the university endorsed health insurance plan. The group plan covers a student for 12 months for a yearly premium. Plans for married students and their families are also available. Students desiring health insurance information should contact the Student Health Service.

## **IDENTIFICATION CARDS**

Picture identification cards are made during the registration period. These cards are used for admittance to campus events, sometimes free or at reduced rates, and for other activities, facilities and services.

Students must obtain these Loyola identification cards and have them on their persons at all times to present to university officials on demand. Loan of the card to anyone is prohibited. Use of another's card subjects the user, and the loaner, to a fine and/or disciplinary action. Lost or stolen cards must be reported immediately to the director of campus security. Replacement cards are \$3.

## **INTERNATIONAL STUDENT AFFAIRS**

The Office of International Student Affairs is the center for information and assistance for all international students on campus. International students include students with F-1 or J-1 visas, students who are not citizens of the United States, students whose first language is not English, and students who do not reside within the continental United States.

All immigration matters are administered through this office. The director facilitates the adjustment of international students to university life and helps them with cultural, language, academic, and personal matters. The director maintains liaison with the university administration relative to the special needs and interests of international students. Through a wide variety of programming, interaction is initiated not only among the international students themselves, but also among the internationals and the university community at large, so that an exchange of cultural values may take place.

The director serves as advisor to the International Student Association, a social and cultural organization. In addition, a file is maintained of study abroad materials for all Loyola students interested in studying in another country.

## **STUDENT ACTIVITIES**

There are approximately 71 student organizations recognized and active on the Loyola campus. They are classified in the following categories: club sports, social fraternities, honorary fraternities and organizations, professional and academic societies, religious organizations, service organizations, social sororities, special interest organizations, and student

communications media. A complete listing of all recognized organizations is contained in the *Student Handbook*.

## **STUDENT GOVERNMENT ASSOCIATION**

The Student Government Association consists of elected members representing the four colleges and the School of Law. The SGA acts as the voice of the student body to the university. Through this body, students act as members on most of the university committees in an effort to insure input in areas of student concern. The SGA sponsors programs and services as well as funding student organizations of the university. Meetings of the SGA are held once a week and are open to all students and members of the university community.

## **THE UNIVERSITY CENTER AND LOYOLA UNION**

The University Center, known at Loyola as the Danna Center, and the Loyola Union are closely aligned in that the Loyola Union is the programming board of the center.

Objectives established for Danna Center by the Danna Center Governing Board in cooperation with the Loyola Union aim at making it a campus center where all members of the university can meet, formally and informally; providing services and facilities to the university; complimenting the educational goals of Loyola by providing cultural, social, and recreational programs; and maintaining the center as an open forum where all sides of issues may be aired.

The facilities of the Danna Center provide the environment for Loyola Union, student government, and student organizational activities. In addition to housing food service facilities, lounges, music listening room, recreational areas, art gallery, Student Affairs offices, student organization offices, and a book store, travel agency and hair stylist shop are located in the center.

## **RECREATION AND INTRAMURAL SPORTS**

The Recreation and Intramural Sports program offers a comprehensive sports program, which provides students with opportunities for self-directed recreation, competitive sports, and leisure time activities in some form of physical exercise. The program of activities is designed to provide every student, regardless of ability, the occasion to participate in the program. The university also cooperates in the sponsorship of several club sports which compete with other universities and athletic organizations.

The Loyola Recreational Center consists of four multi-purpose courts used for tennis, basketball and other activities; four handball/racquetball courts; a gymnastic area; weight room; and locker room facilities.

# ADMINISTRATORS

## BOARD OF DIRECTORS

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Rev. Daniel W. Partridge, S.J., *Treasurer*

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Rev. Vincent J. Duminuco, S.J.

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Rev. Henry R. Montecino, S.J.

G. Frank Purvis, S.J.

Rev. Robert J. Ratchford, S.J.

Rev. Carl M. Reinert, S.J.

Rev. Robert F. Weiss, S.J.

Rev. Victor R. Yanitelli

## UNIVERSITY ADMINISTRATION

President .....	Rev. James C. Carter, S.J., Ph.D.
Assistant to the President for Government Relations .....	Rev. John F. Keller, S.J.*
Assistant to the President for Public Relations.....	Rev. Daniel W. Partridge, S.J., B.A.
Advanced Institutional Development Program .....	Norman Roussell, Ed.D., <i>Director</i>
Planning, Management and Evaluation .....	John F. Sears, M.B.A., <i>Director</i>

## ACADEMIC AFFAIRS

Vice President for Academic Affairs .....	Robert A. Preston, Ph.D.
Assistant to the Vice President.....	Rev. Robert J. Ratchford, S.J., Ph.D.
Graduate Studies and Research.....	John F. Christman, Ph.D., <i>Director</i>
College of Arts and Sciences .....	<i>Dean</i>
Assistant Dean .....	Rev. Leo A. Nicoll, S.J., Ph.D.
College of Business Administration .....	Joseph M. Bonin, Ph.D., <i>Dean</i>
Assistant Dean .....	James R. Ramsey, Ph.D.
City College .....	Walter S. Maestri, M.A., <i>Dean</i>
Assistant Dean .....	Willie M. Zanders, M.A.
Catechetical and Pastoral Institute.....	Rev. Maurice L. Monette, O.M.I., <i>Director</i>
Women's Center.....	Carol D. Mawson, M.A., <i>Director</i>
College of Music .....	David P. Swanzy, Ph.D., <i>Dean</i>
Assistant Dean .....	Patrick McCarty, Ph.D.

\*On leave as president of the Louisiana Association of Independent Colleges and Universities.

School of Law.....	Marcel Garsaud, LL.M., <i>Dean</i>
Associate Dean.....	John J. McAulay, LL.M.
Campus Ministry .....	Rev. Thomas Madden, S.J., <i>Dean</i>
Admissions.....	Rebecca Brechtel, Ed.D., <i>Director</i>
Registrar.....	James A. Duplas, Ph.D., <i>SCOPE</i> ..... Sterling Cincore, M.A., <i>Director</i>
Student Records .....	Cheryl T. Sears, B.S.S., <i>Director</i>
Institute of Human Relations .....	<i>Director</i>
Library.....	Joanne R. Euster, M.L.S., <i>Librarian</i>
Upward Bound .....	Mattie M. Stone, M.Ed., <i>Director</i>

### STUDENT AFFAIRS

Vice President for Student Affairs .....	Vincent P. Knipfing, M.A.
Assistant to the Vice President.....	Joseph K. Kavanaugh, M.A.
Counseling and Career Development .....	Marjorie Mc. Dachowski, Ph.D., <i>Director</i>
Housing.....	Robert Turek, M.A., <i>Director</i>
International Student Affairs .....	Claire Paolini, M.A., <i>Director</i>
Recreation and Intramural Sports.....	Charles Espinosa, M.A., <i>Director</i>
Scholarships and Financial Aid .....	E. P. Seybold, Jr., J.D., <i>Director</i>
Security .....	Francis B. Oschmann, B.B.A., <i>Director</i>
Student Health Service .....	Jack P. Ruli, M.D., <i>Director</i>
University Center and Student Activities .....	Manuel R. Cunard, M.A., <i>Director</i>

### BUSINESS AND FINANCE

Vice President for Business and Finance .....	John L. Eckholdt, M.B.A.
Financial and Personnel Services.....	Jay Calamia, B.S., <i>Director</i>
Computer Center .....	Kenneth L. Beasley, E.E.B.S., <i>Director</i>
University Services .....	J. D. McCulla, B.S., <i>Manager</i>

### DEVELOPMENT

Vice President for Institutional Advancement .....	Charles E. Young, B.S.
Alumni Affairs .....	Beverly P. Murphy, B.A., <i>Director</i>
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# THE STORY OF LOYOLA UNIVERSITY

The Jesuits were among the earliest settlers of New Orleans and Louisiana. A Jesuit chaplain accompanied Iberville on his second expedition. The fathers are credited with introducing the growing of sugar cane to Louisiana, paving the way for one of the state's prime industries. They probably brought this from their West Indies farms and planted it on the plantation they bought from former Governor Bienville in 1725. This tract, used by the fathers as a staging area or supply base for their activities in ministering to the needs of settlers and Indians in the up-country, was located "across the common" (now Canal Street), running along the river to about Jackson Ave. When the Jesuit order was banned from the French colonies in 1763, the land was sold at public auction.

The city's leaders, including Bienville, had long hoped for a Jesuit college. After the Jesuit order was restored, the Bishop of New Orleans implored the Jesuits in France to come to the city. In 1837 seven Jesuit priests arrived. After weighing several sites, they decided that Grand Coteau, in St. Landry Parish, was a better site for their boarding college than the fever-ridden city.

Meanwhile, New Orleans continued its dramatic growth, despite yellow fever. The desire for a Jesuit college here intensified in both the citizens and the fathers. In 1847 the priests bought a small piece of the same land they owned nearly a century before and in 1849 the College of the Immaculate Conception opened its doors at the corner of Baronne and Common Streets.

This college became a well established and beloved institution. As the city grew, however, it became obvious to Rev. John O'Shanahan, S.J., superior general of the province, that the downtown area would become too congested for a college. He began looking for a suburban site.

The Cotton Centennial Exposition in 1884 had given impetus to the development of the uptown section of the city, especially around Audubon Park. This area was reached by the New Orleans and Carrollton Railroad which ran from Lee Circle to the City of Carrollton on the present roadbed of the St. Charles streetcar line. Father O'Shanahan learned that a large site directly across from the park was available. This was the site of the Foucher Plantation, owned by Paul Foucher, son of a New Orleans mayor and son-in-law of Etienne de Bore, famed as the granulator of sugar from cane syrup.

The entire Foucher site was offered to Father O'Shanahan for the sum of \$75,500. It included the land now occupied by Loyola and Tulane universities, Sophie Newcomb College, and Audubon Place. The priest's advisors dissuaded him from purchasing this lest the acquisition of such a large tract bring on the charge of commercialism. He acceded, but said

later he wished he had not since he could have within 10 days sold enough of the property "to pay for the entire tract I bought and to put aside a sinking fund for the education of our young men."

The section of the Foucher estate Father O'Shanahan bought in 1886 fronted on St. Charles and ran approximately to the Claiborne canal. It was purchased with the assistance of Chief Justice Edward Douglass White, a Jesuit alumnus, and the Brousseau family.

The price was \$22,500, paid in three installments at six percent interest. On the day the act was signed, the fathers were offered \$7,500 more for the property.

In May, 1890 the parish of Most Holy Name of Jesus was established for the area. Rev John Downey, S.J., was the first pastor. A frame church, known affectionately among Orleanians as "Little Jesuits," was built and Mass was celebrated in it in May, 1892.

In 1904, the long-planned Loyola College, together with a preparatory academy, opened its doors. First classes were held in a residence located to the rear of the church on what is now Marquette Place. First president was the Rev. Albert Biever, S.J., who was appointed by the provincial, Rev. William Power, S.J.

The college grew steadily. Father Biever promised and did give a holiday when the student body reached 50. In 1907 Father Biever called a meeting of prominent Catholic laymen to plan for a new building. Acting chairman was W. E. Claiborne. Out of this group grew the Marquette Association for Higher Education with B.A. Oxnard as chairman. This group, with the assistance of its ladies auxiliary, was responsible for the building in 1910 of Marquette Hall, queen of Loyola's buildings and centerpiece of its campus horseshoe.

Strongly encouraged by Archbishop Blenk and prominent New Orleanians, the Jesuits and the Marquette Association had several years previously begun to make plans for expansion to a university.

In 1911 the Jesuit schools in New Orleans were reorganized. Immaculate Conception College became exclusively a college preparatory school and was given the preparatory students of Loyola College. The downtown institution relinquished its higher departments — what are now known as college programs — to Loyola, which was in the process of becoming a university.

On May 28, 1912, a bill was introduced in the Louisiana Senate by Senator William H. Byrnes, Jr. of Orleans Parish which proposed to grant a university charter to Loyola. It was passed unanimously and sent to the State House of Representatives. There was some backstage opposition and Father Biever, fearing a fatal snag, made an impassioned speech to the house. The bill passed and on July 10, 1912, the governor signed the act authorizing Loyola to grant university degrees.

Under the direction of the dynamic Father Biever and with the advice and financial support of New Orleans citizens, the new university grew dramatically. Thomas Hall, residence for the fathers, was dedicated in 1912. The new church known as the McDermott Memorial, with its soaring tower arose in 1913.

In that year also the New Orleans College of Pharmacy, incorporated in 1900 by its founder, Dr. Philip Asher, chose to affiliate with Loyola. In

1919 the college merged completely with the university. The college was discontinued in 1965.

The School of Dentistry was organized in 1914 with Dr. C. Victor Vignes as first dean. First classes were held in Marquette Hall. The school was transferred to Bobet Hall when that building was completed in 1924. The college was phased out between 1968 and 1971 and picked up a class a year by the Louisiana State University Medical Center.

The School of Law was also established in 1914 with Judge John St. Paul as founding dean. First classes were held at night in Alumni Hall near the College of Immaculate Conception. However, after the first year they were moved to the new university. In 1973 the Law School moved into an ultra-modern building specifically designed for that purpose.

Dr. Ernest Schuyten had founded the New Orleans Conservatory of Music and Dramatic Art in 1919. It was first located at Felicity and Coliseum Streets, and later moved to Jackson Ave. and Carondelet St. It was incorporated into Loyola University in 1932 as the College of Music. The next year it moved to its present home on campus with Dr. Schuyten as dean.

From 1926 to 1947 a four year degree program leading to a bachelor of science degree in economics was offered by the College of Arts and Sciences. In 1947 the department of commerce of A & S expanded into the full-fledged College of Business Administration granting a bachelor of business administration degree. The college moved into Stallings Hall, its present home, shortly thereafter. Dr. John V. Conner was the first dean. In 1950 the college was admitted to associate membership in the American Assembly of Collegiate Schools of Business, and in 1957 the college was admitted to full membership.

The university thus has a colorful and distinguished history marked by the zeal and scholarship of the Jesuit fathers and the valued advice and support of leading citizens of New Orleans. Hundreds of the city's top leaders received their education from the Jesuits at Loyola University, or its predecessor, the College of the Immaculate Conception. Teachers, scientists, attorneys, pharmacists, musicians, and business executives call Loyola their alma mater.

Loyola has a colorful sports history. The doubledecker stadium on Freret St. was the scene of exciting football games, including the first collegiate night game in the south. Olympic and national champions have worn the maroon and gold. Intercollegiate athletics was discontinued in 1972.

Loyola, in 1964, completed major physical plant expansion with the dedication of three new buildings; a 404-student men's residence hall, a university center named "Dr. Joseph A. Danna Student Center," and a central heating cooling plant. In 1967 Buddig Hall, a 412-student women's residence, was dedicated.

In 1969, the university completed the largest academic structure in its history, the 180,000 square feet Science Complex. This impressive structure houses science oriented departments and the science library.

In 1909 a Jesuit priest, Anton Kunkel S.J., constructed a wireless receiver and then a spark-gap transmitter on the campus as part of the physics department. By 1922 Loyola faculty and students constructed a 10-watt

radio station on campus and on the evening of March 31, after receiving a license, broadcast from Marquette Hall to become the first radio station on-the-air in New Orleans. Thus WWL, which is owned and operated by Loyola University, was born. WWL-TV was formed in 1957 and FM radio was added in 1969. The AM and FM operations are affiliated with CBS. The income from WWL, over and above normal operating expenses and capital improvements, goes entirely to the university for operating expenses.

Graduate programs leading to a master of arts degree were offered as early as 1868 by the forerunner colleges of Loyola University. However, the Jesuits have always concentrated on undergraduate and professional education as is the case at Loyola today. The current organization of graduate studies was established in 1971.

Today Loyola is the largest Catholic university south of St. Louis in an area extending from Arizona to Florida. It is open to students of all faiths.



Loyola University has fully supported and fostered in its educational programs, admissions, employment practices, and in the activities it operates a policy of non-discrimination on the basis of race, color, creed, national origin, sex or handicap. This policy is in compliance with all applicable federal regulations and guidelines. Inquiries concerning this policy or violations thereof should be referred to Basil J. Uddo, University Civil Rights Ombudsman, School of Law, Loyola University, 6363 St. Charles Avenue, New Orleans, Louisiana 70118, (504) 865-2274.

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# ACADEMIC CALENDAR

## FOR GRADUATE STUDIES

### FALL SEMESTER 1979

#### August

- |       |                      |   |
|-------|----------------------|---|
| 23    | Thursday .....       | New students arrive   |
| 27    | Monday.....          | Registration for graduate students  |
| 29    | Wednesday .....      | Classes begin for graduate students   |
| 30-31 | Thursday-Friday..... | Late registration   |
| 30-31 | Thursday-Friday..... | Period to add courses, drop courses,<br>change to full-time status, change to audit,<br>and change to pass-fail |

#### September

- |     |                         |                                 |
|-----|-------------------------|---------------------------------|
| 3   | Monday.....             | Labor Day holiday               |
| 4-5 | Tuesday-Wednesday ..... | Period to add courses continues |

#### October

- |    |                 |   |
|----|-----------------|---|
| 8  | Monday.....     | Octoberfest holiday for graduate students                         |
| 31 | Wednesday ..... | Last day to receive an administrative<br>withdrawal from a course |

#### November

- |       |                     |  |
|-------|---------------------|--|
| 1     | Thursday .....      | All Saint's Day holiday                              |
| 21    | Wednesday .....     | Thanksgiving holidays begin for<br>graduate students |
| 26    | Monday.....         | Classes resume                                       |
| 26-30 | Monday-Friday ..... | Early registration for Spring 1980                   |

#### December

- |       |                      |   |
|-------|----------------------|---|
| 12    | Wednesday .....      | Last day of daytime classes                       |
| 14-20 | Friday-Thursday..... | Final examinations for students<br>in day classes |
| 26    | Wednesday .....      | Final grades from faculty due<br>in dean's office |

### SPRING SEMESTER 1980

#### January

- |       |                      |   |
|-------|----------------------|---|
| 16    | Wednesday .....      | New students arrive   |
| 17    | Thursday .....       | Registration for graduate students  |
| 21    | Monday.....          | Classes begin   |
| 21-22 | Monday-Tuesday ..... | Late registration   |
| 21-25 | Monday-Friday .....  | Period to add courses, drop courses,<br>change to full-time status, change to audit,<br>and change to pass-fail |
| 28    | Monday.....          | Last day for graduate students to apply<br>for graduation in May 1980   |

**February**

18-20 Monday-Wednesday ..... Mardi Gras holidays

**March**

31 Monday..... Last day to receive an administrative withdrawal from a course

**April**

2-7 Wednesday-Monday .... Easter holidays begin for graduate students

8 Tuesday..... Classes resume

21-25 Monday-Friday ..... Early registration for summer session and fall semester 1980

**May**

7 Wednesday ..... Last day of daytime classes

9-15 Friday-Thursday..... Final examinations for students in day classes

14 Wednesday ..... Graduating seniors grades due

19 Monday..... Baccalaureate Mass

20 Tuesday..... Commencement for A&S, Business Administration, City College, Music, and graduate students

26 Monday..... Final grades from faculty due in dean's office



GRADUATE STUDIES  
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